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ABSTRACT

A collection of 54 lessons in Hiligaynon, one of the major languages of the Philippines, is divided into 12 units, each lesson intended for about 4 to 5 hours of classroom instruction. A brief grammar summary introduces each unit. A structural content note begins each lesson within the units, followed by microdialogues (two to four lines) illustrating the grammatical points, complete dialogues building on the model sentences learned in the microdialogues, and drills. The lessons cover: greetings and leavetaking, equational sentences, source pronouns and pre-verbs, goal-focus structures, actor-focus structures, source pronouns, basic interrogatives, modifiers, the aptative, imperatives and causatives, referent focus structures, and noun formatives. Topics of dialogues include greetings, leavetaking, introductions, identity, staff and government officials, nationalities and occupations, plurals, tags and choices, the family, courtship, food, activities, clothing, cooking, questions, travel, possessions and ownership, location, buying and selling, pets, the calendar, numbers, colors, descriptions, talents and abilities, do's and dont's, getting things done, "for whom" and "where," and places. Supplementary materials include a glossary of general terms (Hiligaynon to English), lists of useful expressions and vocabulary, notes on phonology, reading and writing exercises, and Hiligaynon songs, poems, anecdotes, and riddles. (MSE)

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PALI Language Texts: Philippines

(Pacific and Asian Linguistics Institute)

Howard P. McKaughan

Editor

HILIGAYNON LESSONS

by

Cecile L. Motus

University of Hawaii Press

Honolulu 1971

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PREFACE

These Lessons in Hiligaynon have been developed under the auspices of the Pacific and Asian Linguistics Institute of the University of Hawaii with the help of a Peace Corps contract (PC 25-1507). They have been tested in training sessions for volunteers at Hilo Hawaii, a project of the University of Hawaii. This text is one of three on Hiligaynon. The other two are A Hiligaynon-English Dictionary by Miss Motus, and Hiligaynon: A Reference Grammar by Elmer P. Wolfenden. These three volumes in turn form a part of a larger series entitled Pali Language Texts: Philippines edited by Howard P. McKaughan.

It is the hope of the authors and the editor that the materials on Hiligaynon will assist learners of the language to become better acquainted with the Philippines, and that they will also foster the person-to-person understanding that is traditional to peoples of these two countries.

Howard P. McKaughan
Editor

INTRODUCTION

Hiligaynon is one of the eight major languages of the Philippines. It is 'the dominant language in Capiz, Iloilo, Negros Occidental, Romblon, and in some towns in Cotabato, Occidental Mindoro, and Oriental Mindoro.'*

Language materials never become fixed. No last word can be said. These materials cover only a limited aspect of Hiligaynon grammar and vocabulary. It is hoped that they will be of use to those interested in acquiring a speaking knowledge of Hiligaynon, and that to linguists and anthropologists they will prove a challenge for further study.

These materials were made possible through the Pacific and Asian Linguistics Institute of the University of Hawaii, under the direction of Dr. Howard McKaughan by support from Peace Corps, Washington D.C. Special thanks are due Dr. Ernesto Constantino for advice and encouragement; to Richard McGinn, for editorial suggestions; to Cora Henares and Cora Alkalde for reviewing Hiligaynon entries in both the text and the dictionary; to the Hiligaynon staff of Peace Corps Philippines XXIII for giving their time to the initial production of the supplementary materials; and to Peace Corps Hilo for testing tentative drafts during training of Peace Corps Volunteers.

How These Materials Are to be Used

I. Time Allotment

These lessons were written for an average of four or five classroom contact hours per lesson. The estimated number of contact hours for mastery of items introduced in this book is around three hundred.

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*Ernesto Constantino, Tagalog and Other Major Languages of the Philippines. Unpublished. Honolulu: Institute of Advanced Projects, East West Center. 1968, p. 7.

II. Teacher's Role

A good model of native speech is extremely important for proper language acquisition programs. The instructors are the models of native Hiligaynon speech. They teach and guide the students to speak Hiligaynon, but are not to teach about the language. No grammar explanation will be made in class, except at special times designated by Language Coordinators for grammar sessions. The following general instructions for the teacher may prove helpful.

1. Master the dialogue thoroughly. Memorize all the lines in the dialogue. Introduce a dialogue three times at normal native speaker speed and intonation. Then, model it line by line, having the students repeat each line. Repetition of every line should be done at least three times per line. Repetition can be done chorally or individually. It is suggested that choral repetition be performed first until the students gain enough confidence to say an utterance individually.
2. Make the introduction of micro-dialogues as meaningful as possible. Dramatize, or use audio or visual aids.
3. Prepare teaching aids well ahead of class time. Because translation is not a recommended teaching method, visual aids will prove helpful especially when introducing new vocabulary items.
4. Conduct drills as briskly and as lively as possible. Master all the items given in the textbook. You are allowed to add your own entries to some drills, provided that vocabulary and structure conform to what has been covered.
5. Always correct pronunciation or grammatical errors on the spot. Reinforce correct responses.
6. No grammar explanation should be given by a teacher who is not sure of the analysis of Hiligaynon. Refer grammatical questions to Language Coordinators.
7. Role-playing is a must activity every day. Situations should center around possible job-roles of the students.

8. It is suggested that handouts for students be given half-way through the language schedule for the day. Lessons are not to be read in class while class is in progress.

9. Give the students 90 per cent of the class time to use the target language. Model, but do not lecture.

III. Format

The book is divided into twelve units. A brief summary of grammatical points introduces each unit. The number of lessons in a unit vary. The format is based on a Tagalog text being prepared by Miss Teresita V. Ramos at the Pacific and Asian Linguistics Institute of the University of Hawaii.

A structural content (short description of grammatical points) heads each lesson; micro-dialogues follow. These are called micro because they are composed of only two to four lines. The dialogues are the embryo of each lesson. They are authentic models of native conversation and illustrate grammatical points being introduced. Complete internalization of these dialogues should provide the fundamentals of simple conversational proficiency in the target language. Internalization infers more than mere memorization. It means complete mastery of structures learned, as evidenced by use in the learner's active repertoire of Hiligaynon, plus an automatic use of these inside and outside classroom situations. Model sentences (samples of native conversation organized around structures covered in the lesson) are marked in the micro-dialogues with 'M's' and numbers. The numbers count the lines of each dialogue. Complete dialogues marked 'C' follow. Complete dialogues are utterance-response arrangements of the model sentences and are also numbered to show how many complete dialogues can be derived from the models given.

Only after mastery of the micro-dialogues is achieved, can the instructor proceed to drill. Example drills are given with every lesson. Drilling should be thorough and programmed to insure movement from controlled use of structures to limited free conversation. Role-playing, which is dramatization of situations usually centering around the future job-role of Peace Corps trainees, is a good testing activity for comprehension and production of dialogues in the target language. It provides encouragement for dialogue exchange of structures drilled day after day. Role-playing is limited free conversation and is one activity in which trainees can show how much of the native speaker's linguistic, as well as kinesic (body movement), communication signals they have internalized. Instructions for the Teacher contain suggested role-playing situations for every lesson.

The lessons are sequenced to cover only one grammar point at a time. The structural content summarizes grammatical points covered in the lesson; the micro-dialogues give samples of native speech using the structures, and drills provide habit-forming activities for internalization. Grammatical explanations are given toward the end of the lesson. These are brief descriptions of grammatical patterns. The student is encouraged to set aside extra review time for going over grammatical explanations.

Cultural notes are given in lessons on an as-needed and ad hoc basis. These are brief accounts of some behavioral or linguistic nuances in Hiligaynon culture.

Lists of new vocabulary items are given toward the end of each lesson. These contain vocabulary introduced for the first time in that lesson. They are provided for student reference during review periods. No time is allowed for teaching of vocabulary through translation. Words are to be mastered in the context of the situations. They are to become part of the student's active repertoire of native terms.

Cumulative dialogues and exercises appear in several lessons. These include samples of native conversation, Hiligaynon stories, or magazine features which contain sentences using most of the grammatical points already taken up by the class.

IV. Supplementary Lessons and Materials

Supplementary lessons are inserted in units which bear related grammatical structures. Some of the supplementary lessons provide additional expansion of structures already introduced. The supplementary lessons are as necessary as any of the regular lessons.

A glossary of words appears at the end of the book. Supplementary materials to go with this text have also been supplied. Part I contains supplementary vocabulary lists; Part II contains a brief introduction to Hiligaynon phonology and short pronunciation drills. Drills cover only sounds which are difficult for American English speakers learning Hiligaynon. Part III contains written exercises, reading exercises, and a miscellaneous section of poems, songs, etc. These miscellaneous materials are for extra-class reading consumption.

DEFINITION OF TERMS

adjective	a word, expression or clause qualifying or limiting the meaning of a noun or any of its substitutes.
adverb	a word, expression or clause limiting or qualifying the meaning of an adjective, a verb, or another adverb.
aspect	a verbal category indicating whether an action or state is viewed as completed, in progress, habitual, momentary, etc.
ang-phrase	a noun or noun formative phrase preceded by the particle *ang*.
conjunction	a word which coordinates, or subordinates one concept to another.
deictic	a locative pronoun which indicates the distance of an object in relation to the speaker and the hearer.
filler	a particle which adds to the semantic content of an utterance but performs no grammatical function.
focus	the grammatical relationship between the main verb and the topic of a sentence. It is the form or inflection of a verb to indicate the relationship of the topic to the action denoted in the verb.
marker	a word that identifies the function of another word or phrase.
mode	indicates the type of action found in the verb whether it is potential, imperative, causative, etc.
morph	a minimal unit of speech that is recurrent and meaningful.

nominal pronoun	a personal pronoun which fills the slot of the *ang*-phrase.
noun	a word root or affixed word which may occur after the particles *ang*, *sang*, *sa*, *si*, *ni*, *kay*, *sanday*, *nanday*, and *kanday*.
particle	a word which marks the grammatical relationship between two or more constructions; or, which adds to the semantic content of an utterance.
phoneme	a unit of sound having a distinctive feature in a particular language.
pre-verb	a verb with limited inflected forms.
pro-verb	a question word bearing a verbal affix.
sang-phrase	a noun or noun formative phrase preceded by the indefinite marker *sang*.
si-phrase	a personal name preceded by *si*.
source pronoun	a personal pronoun which fills the same slot as the *sang*-phrase.
stress	the prominence given to a syllable in a word or to a word in a sentence.
verb	a root or inflected root which may occur as the grammatical head or center of a sentence.

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UNIT I

Greetings and Leavetaking

LESSON 1: Greetings

LESSON 2: More on Greetings

LESSON 3: Leavetaking

LESSON 4: Introductions

SUPPLEMENTARY LESSON 1: This and That

SUPPLEMENTARY LESSON 2: Requests and Commands

UNIT I

Greetings and Leavetaking

This first unit of this book gives samples of formulas for greetings and leavetaking. It also includes the use of deictics (locative pronouns which point out distance between an object and the speaker). Three deictics included here are *iní*, *iná*', and *atú*.

First contact with verbs is with the simple root form of the imperative mode. For example: *Ká'un* means '(You) eat.' The affix /pag-/ also renders a root imperative in form. For example: *Pagka'ún*, meaning '(You) eat.' The word *palíhug* gives a tone of polite request or mild command.

LESSON ONE

Greetings

A. STRUCTURAL CONTENT

Formulas for greetings

B. MICRO-DIALOGUES

1.

M1:	Ma'ayung aga.	Good morning.
	Ma'ayung udtu.	Good noon.
	Ma'ayung hapun.	Good afternoon.
	Ma'ayung gab'i.	Good evening.
M2:	Ma'ayung aga man.	Good morning, (too).
	Ma'ayung udtu man.	Good noon, (too).
	Ma'ayung hapun man.	Good afternoon, (too).
	Ma'ayung gab'i man.	Good evening, (too).

C1: Ma'ayung aga.
Ma'ayung aga man.

C2: Ma'ayung udtu.
Ma'ayung udtu man.

C3: Ma'ayung hapun.
Ma'ayung hapun man.

C4: Ma'ayung gab'i.
Ma'ayung gab'i man.

2.

M1:	Kamusta ka?	How are you?
	Kamusta ikaw?	How are you?
M2:	Ma'ayu man.	Fine.
	Sa kalu'uy sang Dyus, ma'ayu man.	(By God's mercy) I'm fine.

C1: Kamusta ka?
Ma'ayu man.

C2: Kamusta ikaw?
Sa kalu'uy sang Dyus, ma'ayu man.

C. DRILLS

1. Repetition Drill. Students repeat after the teacher:

Ma'ayung aga.	Good morning.
Ma'ayung udtu.	Good noon.
Ma'ayung hapun.	Good afternoon.
Ma'ayung gab'i.	Good evening.
Ma'ayung ugtu.	Good noon.
Ma'ayu man.	Fine.
Sa kulu'uy sang Dyus, ma'ayu man.	I'm fine. (By God's mercy)
Kamusta ka?	How are you?

2. Fixed Substitution Drill. Students substitute the cues in the same fixed slot.

(a) Ma'ayung aga, Miss Cruz.
udtu
hapun
gab'i
ugtu

(b) Ma'ayung hapun, Angela.
Juan
Carlos
Lucia
Barbara
etc.

3. Utterance-Response Drill. Students respond to the utterance.

Utterance	Response
Ma'ayung aga.	Ma'ayung aga man.
udtu	
ugtu	
gab'i	
hapun	

4. Chain Drill. Teacher starts with the cue.

Teacher: Ma'ayung aga, Juan.

Juan: Ma'ayung aga man, Miss Santos.
Ma'ayung aga, David.

David: Ma'ayung aga man, Juan.
Ma'ayung aga, Nena.

Nena: Ma'ayung aga man, David.
etc.

D. GRAMMATICAL EXPLANATION

1. Ka is the short form of ikaw 'you' pronoun. The short form is more commonly used in conversation.

2. There is dialect variation between udtu and ugtu. Both mean 'noon'.

3. Man is a filler which can mean many things: 'also, well, too'.

E. CULTURAL NOTE

In this area of the Philippines, the use of Ma'ayung aga extends from early in the morning until lunch time. Ma'ayung udtu or ugtu is used between 11:00 a.m. and 1:00 p.m. approximately. One says Ma'ayung hapun when the time is between 1:00 p.m. and 6:00 p.m. From 6:00 p.m. until early morning, the greeting Ma'ayung gab'i is in order.

Some consider Filipinos to be fatalists. The response Sa kalu'uy sang Dyus, ma'ayu man may be evidence of this belief. This response is used mostly by older people of the barrios, and is quite uncommon among the younger generation and city folk.

F. VOCABULARY LIST

afternoon	hápun
evening	gáb'i
fine, good	ma'áyu
God	Dyús
How are you?	Kamústa?
morning	ága
noon	údtu, úgtu
pity, mercy	kalú'uy
you	ikáw, ka

G. CUMULATIVE DIALOGUES--Brief meeting

1.
Gabriel: Ma'ayung gab'i, Tomas.

Tomas: Ma'ayung gab'i man, Gabriel.

Gabriel: Kamusta ka?

Tomas: Ma'ayu man.

2.
David: Ma'ayung hapun, Tiyu'.

Old man: Ma'ayung hapun man, David.

David: Kamusta?

Old man: Sa kalu'uy sang Dyus, ma'ayu man, David.

Note: *Tiyu'* is a respect form used to address older men; it comes from *tiyo* 'uncle'.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 4)

1. *Micro-dialogue*.

Bring drawings or pictures to class illustrative of the different times of the day, and the greeting formulas.

Dialogue 2 can be dramatized by shaking hands with one member of the class.

2. *Drills*.

(a) *Repetition Drill*. As the name suggests, repetition of the utterances is expected of the students. The teacher models all utterances once, having the whole group repeat. Then the teacher models again, and the students repeat individually. Pronunciation errors should always be checked carefully, especially for this drill where the students get first contact with new vocabulary items.

The teacher is expected to memorize all entries in the drill. Brisk drilling is facilitated by complete mastery of utterances to be drilled. Because new vocabulary items are introduced in all the lessons, usually through the repetition drill portion of the lesson, the teacher should stay within the controlled vocabulary items in each lesson.

(b) Substitution Drill. There are two types of substitution drill in this volume, the fixed substitution and the movable substitution drills.

A fixed slot substitution drill contains cue words which may occur in the same position or slot in the utterance. The teacher models an utterance and the class repeats. Then the teacher gives a cue word. The class puts this cue word in the correct slot, giving the whole utterance as a response. The teacher reinforces the correct answer, and the students repeat this answer. The rest of the drill continues with the teacher giving only the cue word, the students giving the full response changing whatever is given as the cue. This drill can be done chorally and individually.

A movable slot substitution drill has cues which can occur in two or more different positions in the sentence. The same procedure is followed in conducting this drill as in the fixed slot type.

(c) The Utterance-Response Drill is a two-part drill in that two different responses are expected. The responses may be a question and a response, or a cue sentence and a response. The teacher divides the class into two groups. Group A repeats the entries given in column A, and Group B responds with those given in column B. Once grouping is achieved, the teacher gives only cue words. The students give complete utterances and/or responses to the stimulus. This type of drill calls for switching roles to give both groups a chance to use the two patterns being drilled. The second time around, Group B gives the stimuli, while Group A responds.

(d) Chain Drill. A chain sequence progresses as follows. The teacher usually gives the stimulus utterance first. One student responds. This student then gives the same stimulus to the next student, who again answers with the same response.

The chain goes around the room until the last student is able to give the stimulus statement. The teacher can change the cue sentence and response as many times as needed.

3. Suggested Role-playing Situation.

(a) Two students meet in the corridor at 10:00 a.m.

(b) A teacher and a principal greet each other at 4:00 p.m.

(c) A teacher and a student greet each other at 8:00 p.m.

LESSON TWO

More on Greetings

A. STRUCTURAL CONTENT

Greeting formulas

B. MICRO-DIALOGUES

1.

M1:	Ma'ayung hapun, Gregorio.	Good afternoon, Gregory.
	Ma'ayung gab'i, Gregorio.	Good evening, Gregory.
M2:	Ma'ayung hapun man, Fidel.	Same to you, Fidel.
	Ma'ayung gab'i man, Fidel.	Same to you, Fidel.
M3:	Sulud anay.	Come in.
	Sulud lang.	Come in.
M4:	Salamat.	Thank you.
C1:	Ma'ayung hapun, Gregorio.	
	Ma'ayung hapun man, Fidel.	
	Sulud anay.	
	Salamat.	
C2:	Ma'ayung gab'i, Gregorio.	
	Ma'ayung gab'i man, Fidel.	
	Sulud lang.	
	Salamat.	

2.

M1:	Uy, Jose, kamusta?	Oh, Jose, how are you?
	Uy, Jose, kamusta ka?	Oh, Jose, how are you?
M2:	Miyad man. Salamat	Fine. Thank you.
	Mayad.	Fine.
C1:	Uy, Jose, kamusta?	
	Miyad man. Salamat.	

C2:	Uy, Jose, kamusta ka? Mayad man, salamat.	
3.		
M1:	Tagbalay!	Hello! (Anybody home?)
M2:	Saka' anay, Estrella. Dayun anay, Estrella. Dayun lang, Estrella.	Come on up, Estrella.
M3:	Salamat, Kamusta?	Thank you. How are you?
M4:	Mayad man. Lingkud anay.	Fine. Please sit down.
	Mayad man. Pungku' anay.	Fine. Please sit down.
C1:	Tagbalay! Saka' anay, Estrella. Salamat. Kamusta? Mayad man. Lingkud anay.	
C2:	Tagbalay! Dayun lang, Estrella. Salamat. Kamusta? Mayad man. Pungku' anay.	
4.		
M1:	Salamat.	Thank you.
M2:	Wala' sing anu man. Wala' sang anu man.	You are welcome.
C1:	Salamat. Wala' sing anu man.	
C2:	Salamat. Wala' sang anu man.	

C. DRILLS

1. Repetition Utterance-Response Drill

Sulud anay.	Salamat.
Salamat.	Wala sing anu man.
Kamusta?	Miyad man.
Kamusta ka?	Mayad man.
Dayun lang.	Salamat.
Tagbalay!	Saka' anay.
Lingkud anay.	Salamat.

2. Chain Drills

(a)
S1: Ma'ayung aga.

S2: Ma'ayung aga man.
Ma'ayung aga.

S3: Ma'ayung aga man.
etc.

Other cues:
hapun, udtu, gab'i

(b)
S1: Kamusta ka?

S2: Mayad man.
Kamusta ka?

S3: Mayad man.
etc.

Other cue:
miyad

(c)
S1: Tagbalay!

S2: Uy, sulud lang Lucia.
Tagbalay!

S3: Uy, sulud lang,
Angela.
Tagbalay!

S4: Uy, sulud lang, Juan.
etc.

D. GRAMMATICAL EXPLANATION

1. *Lang* and *anay* are fillers, particles which add to the semantic content of an utterance, but do not perform any grammatical function. *Lang* may be called a 'limiting' or 'definite particle'

since it more or less limits what precedes it. It has a fairly close meaning equivalent in 'just, only'. Anay is one of the 'patience particles'[1] fillers which give a tone of politeness to the utterance they are part of. In this lesson, anay is used to mean 'please'.

2. Mayad and miyad, sing and sang are dialect variants.

E. CULTURAL NOTE

There are several ways of saying 'Come in' in Hiligaynon, depending on the place involved. Saka' anay is used when there is a stairway or steps for the visitor to climb. Sulud anay and Dayun lang are used for situations when the visitor is right outside the door. Sulud anay is the formal invitation to enter an office. Dayun lang is less formal and may be used only when house visiting.

F. VOCABULARY LIST

Come in.	Sulúd, Dáyun.
Come on up.	Sáka'.
fine, good	miyád, mayád
Hello! (Anybody home?)	Tagbaláy!
no, none	walá'
oh, hey	úy
(particles)	ánay, láng, síng, sáng
sit down	língkud, púngku'
Thank you.	Salámat.
what	anú
You are welcome.	Walá' sing anú man.

G. CUMULATIVE DIALOGUES--A man visits a lady at her house.

1.
Thelma: Ma'ayung gab'i.

---

[1] R. David Zorc, 'Peace Corps Primer for Western Visayas,' Peace Corps, 1967 pp. 41-42.

Ramon: Ma'ayung gab'i man.

Thelma: Kamusta ka?

Ramon: Mayad man.

Thelma: Sulud anay.

Ramon: Salamat.

2.
Gerardo: Tagbalay!

Marcia: Uy, Gerardo, sulud lang.

Gerardo: Salamat. Kamusta ka, Marcia?

Marcia: Miyad man. Pungku' anay.

Gerardo: Salamat.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 4)

1. Micro-dialogue.

Dramatize every situation as well as you can to make it as meaningful to the students as possible. Translation is not to be given at any time.

2. Suggested Role-playing Situations.

(a) A PCV goes into the office of his principal at 9:30 a.m.

(b) A PCV visits the house of a co-teacher at 8:00 p.m.

(c) A teacher makes an informal visit to the house of a student at 5:00 p.m.

(d) A community development worker makes an informal call on the barrio captain at 10:30 a.m.

3. A fast pronunciation drill and vocabulary mastery drill can be conducted for five minutes. Flash cards can be used for vocabulary items from

Lessons 1 and 2. On-the-spot correction of pronunciation errors is recommended.

4. Have the students do the first writing exercise from the supplementary materials after this lesson is mastered. Have them write their own dialogues of four to six lines.

LESSON THREE

Leavetaking

A. STRUCTURAL CONTENT

Formulas for leavetaking

B. MICRO-DIALOGUES

1.

M1:	Ti', ari na aku, ha.	Well, I'm (on my way) now.
	Ti', malakat na aku, ha.	Well, I will go now.
M2:	Sigi, Maria. Balik liwat.	Okay, Mary. Come again.
C1:	Ti', ari na aku, ha. Sigi, Maria. Balik liwat.	
C2:	Ti', malakat na aku, ha. Sigi, Maria. Balik liwat.	

2.

M1:	Malakat na aku. Salamat gid.	I will go now. Thank you so much.
M2:	Wala' sing anu man. Balik bwas.	You are welcome. Come back tomorrow.
C:	Malakat na aku. Salamat gid. Wala' sing anu man. Balik bwas.	

3.

M1:	Anay ka, ulihi na aku.	Just a minute, I'm already late.
M2:	Sigi.	Okay.
C:	Anay ka, ulihi na aku. Sigi.	

C. DRILLS

1. Repetition Drill

Ari na aku.	I am going now.
Malakat na aku.	I am going now.
Balik liwat.	Come again.
Sigi.	Okay.
Salamat gid.	Thank you very much.
Balik bwas.	Come back tomorrow.
Anay ka.	Just a minute.
Ulihi na aku.	I am already late.

2. Chain Drills

(a)
T: Malakat na aku, ha.

S1: Sigi. Balik liwat.
Malakat na aku, ha.

S2: Sigi. Balik liwat.
Malakat na aku, ha.

S3: Sigi. Balik liwat.
etc.

(b)
T: Salamat gid.

S1: Wala' sang anu man.
Salamat gid.

S2: Wala' sang anu man.
Salamat gid.

S3: Wala' sang anu man.
etc.

D. GRAMMATICAL EXPLANATION

1. _Ti'_ is a 'hesitating particle' which means 'well...'.

2. _Na_ is a 'time-relating particle' which is used within actions at a particular time. If speaking of the present, it means 'now' or 'at this time'. When used in a past time construction,

na means 'still, only, already'.

3. Gid intensifies the quality of the word it follows.

E. CULTURAL NOTE

Filipinos are well-known for their hospitality, especially to foreigners; moreover, they go out of their way to extend invitations to new acquaintances.

F. VOCABULARY LIST

again	liwát
go/come back	balík
here	ári
I	akú
late	ulihí
okay	sígi
(particles)	ti', ha, na, gid
tomorrow	bwás
/will/ go	/ma/ lakát

G. CUMULATIVE DIALOGUES

1.
A1: Uy Manuel, kamusta?

B1: Ma'ayu gid, Pedro.

A2: Anay ka, ulihi na aku.

B2: Sigi.

2.
A1: Ma'ayung aga, Mr. de la Cruz.

B1: Ma'ayung aga man, Carlos.

A2: Kamusta ka, Mr. de la Cruz?

B2: Sa kalu'uy sang Dyus, mayad man. Lingkud anay.

A3: Salamat, pero malakat na aku.

B3: Sigi. Balik liwat.

Note: Pero is the conjunction 'buy'.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 3)

1. Be sure to collect your assigned written exercise from Lesson 2.

2. Suggested Role-playing Situations.

   (a) A PCV visits another PCV at 6:00 p.m.

   (b) A PCV meets the barrio captain on the way to town at 11:00 a.m.

   (c) A PCV is invited to the house of a friend at 8:30 p.m.

   (d) A new arrival calls on the principal of his host school at 8:00 a.m.

3. Formally, drill on the p sound using Phonology Drill 1 in the supplementary materials volume. Make the drilling as brisk as possible. Conduct the drill just like a repetition drill. Model the words first, then the phrases, and finally the sentences. Make the students repeat each item as correctly as possible. Give particular attention to the production of unaspirated p.

LESSON FOUR

Introductions

A. STRUCTURAL CONTENT

Introducting friends

B. MICRO-DIALOGUES

1.

M1:	Marcia, gusto ku ipakilala si Tomas.	Marcia, I would like to introduce Thomas.
	Tomas, sya si Marcia.	Thomas, she is Marcia.
	Tomas, si Marcia ini.	Thomas, this is Marcia.
M2:	Kalipay ku nga makilala ka.	I am glad to meet you.
	Kamusta ka, Tomas?	How are you, Thomas?
	Kamusta?	How are you?
C1:	Marcia, gusto ku ipakilala si Tomas.	
	Kalipay ku nga makilala ka.	
C2:	Tomas, sya si Marcia.	
	Kamusta ka, Tomas?	
C3:	Tomas, si Marcia ini.	
	Kamusta?	

2.

M1:	Anu ang ngalan mu?	What is your name?
M2:	Clarita ang ngalan ku.	Clarita is my name.
	Clarita.	
C1:	Anu ang ngalan mu?	
	Clarita ang ngalan ku.	
C2:	Anu ang ngalan mu?	
	Clarita.	

C. DRILLS

1. Repetition Drill

Gusto ku ipakilala si Romeo.	I would like to introduce Romeo.
Kalipay ku nga makilala ka.	I am glad to know you.
Anu ang ngalan mu?	What is your name?
Si Cecilia ini.	This is Cecilia.

2. Fixed Substitution Drill

(a) *Tomas* ang ngalan ku.
Wilma
Patricio
Lucia
Macario
Paterno

(b) Gusto ku ipakilala si *Maria*.
Nancy
Kathleen
Diane
Fred
Vincent
Bruce

3. Movable Substitution Drill

Janice, sya si Diane.
________aku__________
Loretta______________
________________Dolores
Edwardo_______________
________________Myrna

D. GRAMMATICAL EXPLANATION

1. Use of the markers *si*, *ang* and *nga* will be explained in later lessons.

2. Affixation of verbs will be covered in later lessons.

E. CULTURAL NOTE

Status difference is not marked by polite forms in Hiligaynon; formality of speech indicates what is formal.

F. VOCABULARY LIST

like	gústo
happiness, pleasure	/ka/ lípay
I	ku
name	ngálan
(particles)	si, ang, nga
she, he, it	sya
to introduce	/ipa/ kilála
you	mu

G. CUMULATIVE DIALOGUE

Principal: Lingkud anay kamu.

Visitors: Salamat.

Visitor A: Mr. Santos, gusto ku ipakilala si Mr. Smith.

Visitor B: Kamusta ka, Mr. Santos.

Principal: Ma'ayu man, Salamat.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Drill on *t* sound using Phonology Drill 2 from the supplementary materials. Use only five minutes of class time.

2. *Suggested Role-playing Situations*.

   (a) Roommates in a dorm get acquainted on the first day.

   (b) Two students discover they come from the same town.

   (c) A foreign student and a native exchange pleasantries.

   (d) Three barrio workers introduce themselves to their foreman.

SUPPLEMENTARY LESSON ONE

This and That

A. STRUCTURAL CONTENT

Anu ini?	.....(ini ina'
ina'	.....(ini ina'
atu	......atu

B. MICRO-DIALOGUES

1.

M1:	Anu sa Hiligaynon ang 'teacher'?	What is 'teacher' in Hiligaynon?
	Anu sa Hiligaynon ang 'principal'?	What is 'principal' in Hiligaynon?
M2:	Ma'estra.	Teacher.
	Prinsipal man.	Principal, also.
C1:	Anu sa Hiligaynon ang 'teacher'?	
	Ma'estra.	
C2:	Anu sa Hiligaynon ang 'principal'?	
	Prinsipal man.	

2

M1:	Anu ini?	What's this?
	Anu ina'?	What's that?
	Anu atu?	What's that (yonder)?
M2:	Lapis ini.	This is a pencil.
	Lapis ina'.	That is a pencil.
	Lapis atu.	That is a pencil.
C1:	Anu ini?	
	Lapis ini.	
C2:	Anu ina'?	
	Lapis ina'.	

C3: Anu atu?
Lapis atu.

3.

M1:	Anu ini?	What is this?
	Anu ina'?	What is that?
M2:	Libro ina'.	That is a book.
	Libro ini.	This is a book.
C1:	Anu ini?	
	Libro ina'.	
C2:	Anu ina'?	
	Libro ini.	

C. DRILLS

1. Repetition Drill

Anu ini?	What is this?
Lapis ini.	This is a pencil.
Anu ini?	What is this?
Libro ini.	This is a book.
Anu ini?	What is this?
Papel ini.	This is paper.
Anu ina'?	What is that?
Kwaderno ina'.	That is a notebook.
Anu ina'?	What is that?
Lamesa ina'.	That is a table.
Anu ina'?	What is that?
Pisara ina'.	That is a blackboard.
Anu atu?	What is that (yonder)?
Kisame atu.	That is the ceiling.
Anu atu?	What is that (yonder)?
Pwerta atu.	That is a door.
Anu atu?	What is that (yonder)?
Dingding atu.	That is a wall.

Anu ini?	What is this?
Bintana ina'.	That is a window.
Anu ini?	What is this?
Siya ina'.	That is a chair.
Anu ini?	What is this?
Lamesa ina'.	That is a table.
Anu ina'?	What is that?
Dingding ini.	This is a wall.
Anu ina'?	What is that?
Pisara ini.	This is a blackboard.
Anu ini?	What is this?
Kwaderno ina'.	That is a notebook.

2. Chain Drills. The student holds up an object as he asks a question:

(a)
S1: Anu ini?

S2: Lapis ina'.
Anu ini?

S3: Lapis ina'.

Switch roles in questioning:

(b)
S1: Anu ina'?

S2: Papel ini.
Anu ina'?

S3: Papel ini.
Anu ina'?

S4: Papel ini.
etc.

Students identify objects which are far from both:

(c)
S1: Anu atu?

S2: Kisame atu.
Anu atu?

S3: Pwerta atu.
Anu atu?

S4: Dingding atu.
etc.

3. Informant Session. The students take turns asking the instructor the Hiligaynon term for objects in the classroom:

S1: Anu sa Hiligaynon ang 'chair'?

T: Siya.

S2: Anu sa Hiligaynon ang 'table'?

T: Lamesa.

S3: Anu sa Hiligaynon ang 'notebook'?

T: Kwaderno.
etc.

D. GRAMMATICAL EXPLANATION

1. There are three deictics in Hiligaynon:

ini	'this'	(near the speaker)
ina'	'that'	(far from the speaker)
atu	'that'	(very far from both the speaker and the hearer).

2. Sentence patterns:

(a)

Topic	Comment	
Lapis	ini.	'This is a pencil.'
Libro	ina'.	'That is a book.'

(b)

Comment	Topic	
Ini	lapis.	'This is a pencil.'
Atu	lamesa.	'That (yonder) is a table.'

E. VOCABULARY LIST

blackboard	pisára
book	líbro
ceiling	kísame
chair	síya
door	pwérta
notebook	kwadérno
paper	papél
(particles)	sa, man
pencil	lápis
principal	prinsipal
table	lamésa
teacher	ma'éstra, ma'éstro
that	iná'
that (yonder)	atú
this	iní
wall	díngdíng
window	bintána

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 4 in sequence.

2. Take five minutes to drill on unaspirated p again. Write some ten words on flash cards and have the class read them chorally and then individually. Correct errors on the spot.

3. Take five minutes to drill on vocabulary items taken up so far. Pictures can be used to cue different terms. It is not advisable to use flash cards where English equivalents are written from which students may translate into Hiligaynon.

4. An informant session is not a class. It is provided to give the teacher a chance to catch his breath after hours of modelling. It is also a means towards widening the vocabulary of the students. Students will have to ask the pattern question in Hiligaynon, and the teacher gives only one-word responses for terms elicited. Unless there is some cultural difficulty or there is necessity for explanation, the teacher is urged not to give any lengthy answers. The teacher should take note of all items taken up everyday and should include these in the daily

list of vocabulary items. The students should also be urged to compile a vocabulary list of things that come up.

An informant session should be conducted at least five minutes every day, especially during the first three weeks of class.

5. The students read and memorize Supplementary Vocabulary List 1, Classroom and Office Articles, Two Parts of a Room, and Three Parts of a House.

SUPPLEMENTARY LESSON TWO

A. STRUCTURAL CONTENT

Verb Root (VR) + sa + NP

/pag-/ VR sang

B. MICRO-DIALOGUES

1.

M1:	Ka'un sang mangga.	Eat a mango.
	Dala sang mangga.	Bring a mango.
	Kuha' sang mangga.	Get a mango.
M2:	Salamat.	Thank you.
	Bwas na.	Tomorrow.
	Hu'u.	Yes.

C1: Ka'un sang mangga.
Salamat.

C2: Dala sang mangga.
Bwas na.

C3: Kuha' sang mangga.
Hu'u.

2.

M1:	Ma'anu aku?	What will I do?
M2:	Palihug pagbakal sang gatas.	Please buy some milk.
	Paghampang sa lagwerta.	Play in the yard.
	Paghimu sang 'assignment'.	Do the assignment.

C1: Ma'anu aku?
Palihug pagbakal sang gatas.

C2: Ma'anu aku?
Paghampang sa lagwerta.

C3: Ma'anu aku?
Paghimu sang 'assignment'.

C. DRILLS

1. Repetition Drill

Ka'un sang adobo. Pagka'un sang adobo.	Eat adobo.
Tudlu' sang Math Pagtudlu' sang Math.	Teach Math.
Kuha' sang libro. Pagkuha' sang libro.	Get a book.
Kanta sang kundiman. Pagkanta sang kundiman.	Sing a Filipino song.
Tu'un sang leksyon. Pagtu'un sang leksyon.	Study the lesson.
Sa'ut sang tinikling. Pagsa'ut sang tinikling.	Dance the tinikling.
Lutu' sang utan. Paglutu' sang utan.	Cook some vegetables.
Inum sang tubi'. Pag'inum sang tubi'.	Drink some water.
Lakat sa buluthu'an. Paglakat sa buluthu'an.	Walk to school.
Hambal sa klase. Paghambal sa klase.	Talk in class.
Liku' sa tu'u. Pagliku' sa tu'u.	Turn to the right.
Kadtu sa eskwelahan. Pagkadtu sa eskwelahan.	Go to school.
Tulug sa katre. Pagtulug sa katre.	Sleep on the bed.
Liku' sa wala. Pagliku' sa wala.	Turn to the left.

2. Fixed Substitution Drill

(a) Paglutu' sang utan.
pagkuha'
pagka'un
pagbakal

(b) Pagkanta sang Hiligaynon.
pagtudlu'
paghambal
pagtu'un

3. Transformation Drill. Drop the /pag-/ prefixes of the verbs in the utterances:

Cue	Response
Paglutu' sang adobo.	Lutu' sang adobo.
Pagbakal sang utan.	
Pagtudlu' sang English.	
Paghampang sang 'basketball'.	
Pagka'un sang pagka'un.	
Paghambal sang Hiligaynon.	
Pagkuha' sang papel.	
Paglakat sa Hilo.	
Pagtudlu' sang Science.	
Paghambal sa 'Mayor'.	

D. GRAMMATICAL EXPLANATION

1. Sang is an indefinite noun marker. Usually, it precedes the direct object.

Bakal sang tinapay.	'Buy some bread.'
Inum sang tsa.	'Drink some tea.'

2. Sa is a directional marker relating the substantive object to the action word in the sentence. It can mean 'in, on, at, to, toward, of, etc.'

3. Tubi' and tubig are dialect variants for water.

4. Sentence patterns:

(a)

Topic	Comment			
Ø	Vb	sang	N(Obj.)	
-	Ka'un	sang	saging.	'Eat a banana.'
-	Bakal	sang	tinipay.	'Buy some bread.'
-	Pagka'un	sang	saging.	'Eat a banana.'

(b)

Topic	Comment			
Ø	Vb	sa	Dir	
-	Lakat	sa	buluthu'an.	'Walk to school.'
-	Pagliku'	sa	wala.	'Turn to the left.'

E. CULTURAL NOTE

Adobo is a popular meat dish among Filipinos and is said to represent Filipino cooking abroad. It is chicken and/or pork cooked with garlic, soy sauce, and vinegar.

Utan means fresh or cooked vegetables. It can also mean 'viand' or main dish/food of the meal eaten with rice.

Kundiman is a love song which may be of a gay or sad mood, written in the native language to mirror feelings of 'joy, melancholy, or despair--emotions associated everywhere with love'.

Tinikling is a dance imitating the movements of a long-legged bird called tikling. The dance is performed by jumping in and out of two clapping bamboo poles.

F. VOCABULARY LIST

adobo (Filipino meat dish)	adóbo
bed	kátre
bring	/pag/dalá
buy	/pag/bakál
class	kláse
cook	/pag/lútu'
dance	/pag/sá'ut
drink	/pag/inúm
eat	/pag/ka'ún
food	/pag/ká'un
get, take	/pag/kúha'
go	/pag/kádtu
left	walá
lesson	leksyón
make, do	/pag/hímu
mango	mángga
milk	gátas
Philippine bamboo dance	tiníkling
Philippine love song	kundíman
play	/pag/hámpang
please	palíhug
pro-verb (what to do?)	ma'anú
right	tu'ú
school	eskwelahán/buluthú'an
sleep	/pag/túlug
speak/talk	/pag/hámbal
study	/pag/tu'ún
sing	/pag/kánta
teach	/pag/túdlu'
turn	/pag/likú'
vegetable	útan
walk	lakát
water	túbi'/túbig
yard	lagwérta
yes	hú'u

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 7)

1. This material follows Supplementary Lesson 1 in sequence.

2. A Transformation Drill is conducted by changing one grammatical part of the sentence into another related to it. The change can be from one affix to another, from a positive construction to a negative construction, etc.

The teacher gives the cue sentence and the students transform from one form into another, giving complete sentence responses.

3. It is suggested that commands and requests (predicted as common to the future job orientation of the students) be drilled upon.

4. The students read and memorize Supplementary Vocabulary List 4, Common verb roots.

5. Suggested Role-playing Situations.

   (a) A teacher gives his students materials for reading, singing, or writing.

   (b) A teacher requests his students to get school supplies from the storeroom.

   (c) A mother and father assign jobs for their children to do while they are gone for the day.

   (d) A housewife gives the day's instructions to her cook or laundrywoman.

   (e) A PCV gives cooking instructions to his houseboy.

UNIT II

Equational Sentences

LESSON 5: Identity

LESSON 6: The Staff and Government Officials

LESSON 7: Nationality and Occupations

LESSON 8: More than One

LESSON 9: Tags and Choices

SUPPLEMENTARY LESSON 3: Home State and Home Town

SUPPLEMENTARY LESSON 4: Time-telling

SUPPLEMENTARY LESSON 5: Birthdays

UNIT II

Equational Sentences

Hiligaynon like all other Philippine languages has a simple sentence pattern which is unlike anything in English. A simple English declarative sentence has two parts: the subject and the predicate. The predicate is always a verb.

In the Philippine languages, a simple sentence also has two major parts: a topic, and a comment. The topic is not necessarily the actor of the sentence. It is what is being talked about and is considered the most important element in the utterance. The topic can be the actor, or the object of the sentence; it can be a noun, preceded by an *ang* (before common nouns), or a *si* (before personal names); it can be a deictic, or a nominal pronoun.

Ma'estra *si* *Miss Santos*.	'Miss Santos is a teacher.'
Ma'estro *ang* *lalaki*.	'The man is a teacher.'
Ma'estro *sya*.	'He is a teacher.'

Unlike English, the comment or the predicate part of the sentence may or may not be a verb. A complete sentence can have two noun phrases together. If, for example, the predicate or comment about a topic *ini* 'this' is to identify it as a member of a class like 'house' *balay*; *Balay ini* means 'This is a house.' Or if the comment describes a topic like *si Maria*. The descriptive word *matahum* 'pretty' with the topic renders the statement *Matahum si Maria* as 'Maria is pretty'.

The order of topic and comment does not affect semantic content. The topic can occur before the comment or vice-versa.

Matahum si Maria.	'Maria is pretty.'
Si Maria matahum.	'Maria is pretty.'

This pattern of two noun phrases joined together is called an equational sentence.

In this unit, the nominal set of pronouns is also introduced. This set fills the position of the topic in the sentence to substitute for an ang-phrase or a si-phrase. Hiligaynon pronoun system has two forms for first person plural: an inclusive kita 'we' (you, me, and others), and an exclusive kami 'we' (me and others, excluding you). The nominal set of pronouns is:

aku	'I, me'
ikaw, ka	'you (singular)'
sya	'he, she'
kita	'we (inclusive)'
kami	'we (exclusive)'
kamu	'you (plural)'
sila	'they'

This unit also includes the yes/no patterns of questions and responses which fall in the category of equational sentences. The negative particle differs according to the type of question asked. The affirmative particle is hu'u 'yes'. The negative particles are indi' and wala' 'no' or 'none'.

LESSON FIVE

Identity

A. STRUCTURAL CONTENT

Sin'u...?/ Aku si...
ikaw
sya

B. MICRO-DIALOGUES

1.

M1:	Ma'ayung udtu.	Good noon.
M2:	Ma'ayung udtu man.	Same to you.
M3:	Sin'u ina'?	Who is that?
	Sin'u na'?	Who is that?
M4:	Aku si Maria.	I am Maria.
	Si Maria.	Maria.
M5:	Ay, ikaw gali' Maria. Sulud.	Oh, it's you, Maria. Come in.
	Ay, ikaw gali' Maria. Dayun lang.	Oh, it's you, Maria. Come in.

C1: Ma'ayung udtu.
Ma'ayung udtu man.
Sin'u ina'?
Aku si Maria.
Ay, ikaw gali' Maria.
Sulud.

C2: Ma'ayung udtu.
Ma'ayung udtu man.
Sin'u na'?
Si Maria.
Ay, ikaw gali' Maria.
Dayun lang.

2.

M1:	Sin'u ini?	Who is this?
	Sin'u ni?	Who is this?
	Sin'u sya?	Who is he/she/it?
M2:	Ini si Rogelio.	This is Roger.
	Si Rogelio ni.	This is Roger.
	Si Rogelio sya.	He is Roger.

C1:	Sin'u ini? Ini si Rogelio.	
C2:	Sin'u ni? Si Rogelio ni.	
C3:	Sin'u sya? Si Rogelio sya.	
3.		
M1:	Sin'u aku?	Who am I?
	Ikaw si Miss Cruz.	You are Miss Cruz.
	Si Miss Cruz ka.	You are Miss Cruz.
C1:	Sin'u aku? Ikaw si Miss Cruz.	
C2:	Sin'u aku? Si Miss Cruz ka.	
4.		
M1:	Sin'u atu?	Who is that (yonder)?
	Sin'u tu?	Who is that (yonder)?
M2:	Si Carlos atu.	That is Carlos.
	Si Carlos sya.	He is Carlos.
C1:	Sin'u atu? Si Carlos atu.	
C2:	Sin'u tu? Si Carlos sya.	

C. DRILLS

1. Repetition Drill

Aku si Senen. Si Senen aku.	I am Senen.
Aku si Pedro. Si Pedro aku.	I am Peter.
Aku si Romeo. Si Romeo aku.	I am Romeo.
Ikaw si Ben. Si Ben ikaw.	You are Ben.

Ikaw si Carlos. Si Carlos ka.	You are Charles.
Ikaw si Carmen. Si Carmen ikaw.	You are Carmen.
Sya si Lucila. Si Lucila sya.	She is Lucille.
Sya si Lourdes. Si Lourdes sya.	She is Lourdes.
Sya si Tomas. Si Tomas sya.	He is Thomas.

2. Question and Answer Drill. The student answers the questions using real names of his classmates.

Cue: Sin'u aku?	Ikaw si Miss Reyes. Ikaw________________. Ikaw________________. Ikaw________________. Ikaw________________.
Cue: Sin'u ikaw?	Aku si Ana. Aku________. Aku________. Aku________. Aku________.
Cue: Sin'u sya?	Sya si Maria. Sya__________. Sya__________. Sya__________. Sya__________.
Cue: Sin'u ini?	Si Alicia. Si________. Si________. Si________. Si________.
Cue: Sin'u ina'?	Si________. Si________. Si________. Si________. Si________.

Cue: Sin'u atu?

Si________.
Si________.
Si________.
Si________.
Si________.

3. Transformation Drill--Positive to negative

Cue	Response
Ma'estra aku.	Indi' aku ma'estra.
Trainee aku.	Indi' aku trainee.
Estudyante ikaw.	Indi' ikaw estudyante.
Abogado ikaw.	Indi' ikaw abogado.
Propesora sya.	Indi' sya propesora.
Pintor sya.	Indi' sya pintor.

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a)

Comment	Topic	
IP	Pron	
Anu	ka?	'What are you?'
Anu	sya?	'What is she?'

(b)

Comment	Topic	
N	Pron	
Amerikano	ka?	'Are you an American?'
Pilipino	ka?	'Are you Filipino?'
Amerikano	aku.	'I am an American.'
Hapun	ka.	'You are a Japanese.'

(c)

Comment		Topic	
Adv	N	Pron	
Hu'u,	doktor	sya.	'Yes, he is a doctor.'
Indi'	doktor	sya.	'He is not a doctor.'

E. VOCABULARY LIST

oh, gee	áy
(particle)	galí'
that	ná'
that (yonder)	tú
this	ni
who	sín'u

F. CUMULATIVE DIALOGUES

1.
A1: Ma'ayung hapun.

B1: Ma'ayung hapun man.

A2: Aku si Maria.

B2: Aku si Mr. Ramos. Kamusta ka, Maria?

A3: Mayad man. Kag ikaw?

B3: Sa kalu'uy sang Dyus ma'ayo man. Lingkud anay.

A4: Salamat.

2.
A1: Ma'ayung aga.

B1: Ma'ayung aga man.

A2: Sulud anay.

B2: Salamat.

A3: Lingkud anay.

B3: Salamat. Aku si David.

A4: Kamusta ka, David. Aku si Marino. David, sya si Alfredo.

B4: Kamusta ka, Alfredo?

C1: Mayad man, Salamat.

Note: Kag is the conjunction 'and'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. A question and answer drill is good (like a dialogue). The teacher asks the questions and the students provide patterned responses. Sometimes the questions may be asked by the students, cued by the teacher.

2. Suggested Role-playing Situations.

   (a) Two PCV's meet each other for the first time.

   (b) A PCV accompanied by a new PCV arrival makes a surprise visit at the home of a co-teacher after class hours.

   (c) A community development worker makes his first call on the barrio captain at 8:30 a.m.

   (d) A tourist meets an old man on the street.

3. Teach the song, Ay, ay Kalisud.

LESSON SIX

The Staff and Government Officials

A. STRUCTURAL CONTENT

Sin'u si...?/ Si...ang...
ang ang

B. MICRO-DIALOGUES

1.

M1:	Sin'u si Richard Nixon?	Who is Richard Nixon?
	Sin'u si Dick McGinn.	
M2:	Si Richard Nixon ang Presidente sang Estados Unidos.	Richard Nixon is the President of the United States.
	Ang 'Country Director'.	The Country Director
C1:	Sin'u si Richard Nixon?	
	Si Richard Nixon ang Presidente sang Estados Unidos.	
C2:	Sin'u si Dick McGinn?	
	Ang 'Country Director'.	

2.

M1:	Sin'u ang Bisi-Presidente?	Who is the Vice-President?
	Sin'u ang 'Site Director'?	
M2:	Si Spiro Agnew ang Bisi-Presidente.	Spiro Agnew is the Vice-President.
	Si Charley Rech.	Charley Rech.
	Ang 'Site Director' si Charley Rech.	Charley Rech is the Site Director.
C1:	Sin'u ang Bisi-Presidente?	
	Si Spiro Agnew ang Bisi-Presidente.	

C2: Sin'u ang 'Site Director'?
Si Charley Rech.

C3: Sin'u ang 'Site Director'?
Ang 'Site Director' si Charley Rech.

C. DRILLS

1. Chain Question and Answer Drill

	Cue
S1: Sin'u si Mayor Fasi?	Mayor Fasi Mao-Tse-Tung
S2: Si Mayor Fasi ang mayor sang Honolulu. Sin'u si Gobernador Burns?	Ho Chi Minh Marcos Lopez

2. Fixed Substitution Drill

Question	Answer
(a) Sin'u ang 'Country Director'? 'Site Director' 'Center Director' 'Language Coordinator' 'CCS Cordinator' 'TESL Coordinator'	Si Dick McGinn.
(b) Sin'u ang estudyante? superbisor prinsipal ma'estro presidente gobernador mayor	Si Juan.

3. Completion Drill.

The students construct their own sentences using the cues given by the teacher. Names are to be of personnel on the site:

(a) Si Charlie Rech____________.
Si Alan White____________.
Si Miss Alcalde____________.
Si Mrs. Sindico____________.

(b) ____________________ang 'Site Director'.
____________________ang 'CCS Coordinator'.
____________________ang 'Physical Education Director'.
____________________ang 'Assistant Site Director'.

The cues will be given on flash cards. The students construct their own sentences using the cues. Two corresponding cards are to be flashed together.

(c)

Alan White	Center Director
Dick McGinn	Country Director
Charlie Rech	Site Director
Mr. Aportadera	Ma'estro
Mrs. Sindico	Ma'estra

(d) Students construct questions with sin'u using the same cues as in (c) above.

D. GRAMMATICAL EXPLANATION

1. Sentence pattern:

Topic		Comment		
Si	PerName	ang	N	
Si	Maria	ang	ma'estra.	'Maria is the teacher.'
Si	Juan	ang	prinsipal.	'Juan is the principal.'

2. Some nouns--borrowed from Spanish--change endings to determine gender: o signifies masculine gender, and a femine gender.

ma'estro	ma'estra

E. CULTURAL NOTE

After about four hundred years of Spanish and American colonization of the Philippines, it is inevitable that vocabulary terms from Spanish and English should become part of Hiligaynon or any Philippine language. Ma'estro, libro, and lamesa are Spanish borrowings. Superbisor is from the English word 'supervisor'.

F. VOCABULARY LIST

governor	gobernadór
mayor	mayór
president	presidénte
student	estudyánte
supervisor	superbisór
United States	Estádos Unídos
vice-president	bisi-presidénte

G. CUMULATIVE DIALOGUE

A1: Ma'ayung hapun.

B1: Ma'ayung hapun man.

A2: Aku si Carlos, Peace Corps trainee aku.

B2: Aku si Lolita. Peace Corps trainee man aku.

A3: Kamusta ka, Lolita?

B3: Mayad man. Kag ikaw?

A4: Ma'ayu man. Salamat.

B4: Sin'u ang 'Site Director'?

A5: Si Charley Rech. Kag sin'u ang 'Math Coordinator'?

B5: Si Miss Lacsamana.

A6: Ay, sya gali'?

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill

Students fill in part of the sentence with grammatically patterned responses. The teacher may cue sentences orally or by flash cards. For (a) students construct their own sentences using cues given by the teacher. Names are to be of famous government officials or personnel in the training site. For (b) the cues will be given on flash cards. Two corresponding cards will be flashed together. Each sentence should contain the two cues given.

2. Students should go over Supplementary Vocabulary List 5, Public Officials.

3. Suggested Role-playing Situations.

(a) A civics teacher reviews his class on government officials.

(b) Two trainees help each other on information about training site personnel.

(c) A new arrival in the Philippines feels his way around his new school or job.

(d) A PCV is introduced to his co-workers during the first meeting.

(e) A PCV attends a dinner at the town hall given in his honor by the Mayor.

LESSON SEVEN

Nationalities and Occupations

A. STRUCTURAL CONTENT

Yes/No questions and responses

B. MICRO-DIALOGUES

1.

M1:	Anu ka?	What are you?
	Anu aku?	What am I?
	Anu sya?	What is he/she?
M2:	Peace Corps trainee aku.	I am a Peace Corps trainee.
	Propesor aku.	I am a Professor.
	Doktor aku.	I am a doctor.
C1:	Anu ka?	
	Peace Corps trainee aku.	
C2:	Anu aku?	
	Propesor ikaw.	
C3:	Anu sya?	
	Doktor sya.	

2.

M1:	Amerikano ka, Juan?	Are you an American, John?
	Amerikano ikaw?	Are you an American?
M2:	Hu'u, Amerikano aku.	Yes, I am an American.
	Hu'u.	Yes.
C1:	Amerikano ka, Juan?	
	Hu'u, Amerikano aku.	
C2:	Amerikano ikaw?	
	Hu'u.	

3.

M1:	Anu ka, Pilipino?	What are you, a Filipino?
	Espanyol ka?	Are you a Spaniard?

M2:	Indi', indi' aku Pilipino.	No, I am not a Filipino.
	Indi'.	No.
C1:	Anu ka, Pilipino?	
	Indi', indi' aku Pilipino.	
C2:	Espanyol ka?	
	Indi'.	

4.

M1:	Peace Corps volunteer ikaw?	Are you a Peace Corps Volunteer?
	Abogado sya?	Is he a lawyer?
	Kusinero aku?	Am I a cook?
M2:	Hu'u, Peace Corps volunteer aku.	Yes, I am a Peace Corps Volunteer.
	Indi', indi' sya abogado.	No, he is not a lawyer.
	Indi', pintor ka.	No, you are a painter.
C1:	Peace Corps volunteer ikaw?	
	Hu'u, Peace Corps volunteer aku.	
C2:	Abogado sya?	
	Indi', indi' sya abogado.	
C3:	Kusinero aku?	
	Indi, pintor ka.	

5.

M1:	Intsík aku.	I am Chinese.
	Hapun aku.	I am Japanese.
	Espanyola aku.	I am Spanish.
M2:	Indi' aku Intsik.	I am not Chinese.
	Hapun man aku.	I am also Japanese.
	Indi' sya Espanyola. Amerikana sya.	She is not Spanish. She is American.
C1:	Intsik aku.	
	Indi' aku Intsik.	

C2: Hapun aku.
Hapun man aku.

C3: Espanyola aku.
Indi' sya Espanyola.
Amerikana sya.

C. DRILLS

1. Repetition Drill

Amerikano ka?	Hu'u, Amerikano aku.
Amerikano aku?	Hu'u, Amerikano ikaw.
Amerikano sya?	Hu'u, Amerikano sya.
Anu ka, Hapun?	Hu'u, Hapun aku.
Anu aku, Hapun?	Hu'u, Hapun ikaw.
Anu sya, Hapun?	Hu'u, Hapun sya.
Intsik ka?	Indi', indi' aku Intsik.
Intsik aku?	Indi', indi' ikaw Intsik.
Intsik sya?	Indi', indi' sya Intsik.
Anu ka, Pilipina?	Indi', Amerikana aku.
Anu ka, Hapunesa?	Indi', Intsik aku.
Anu ka, Espanyol?	Indi', Amerikano aku.

2. Fixed Substitution Drill

Pilipino ikaw?
Amerikano
Hapun
Intsik
Pilipina
Amerikana
Espanyol
Espanyola

3. Chain Drills

(a)
S1: Amerikano ka?

S2: Hu'u, Amerikano aku.
Amerikano ka?

S3: Hu'u, Amerikano aku.
Amerikano ka?

S4: Hu'u, Amerikano aku.

(b)
S1: Espanyola ka?

S2: Indi', indi' aku Espanyola.
Espanyola ka?

S3: Indi', indi' aku Espanyola.
Espanyola ka?

S4: Indi', indi' aku Espanyola.

4. Completion Drill

Doktor ikaw? Indi', indi' doktor aku.	Are you a doctor?
Asyendero__________?	big landowner
mangunguma_________?	farmer
dentista___________?	dentist
labandera__________?	laundrywoman
tindera____________?	salesgirl
sekretarya_________?	secretary
mangingisda________?	fisherman
enhenyero__________?	engineer
estudyante_________?	student
nars_______________?	nurse

D. GRAMMATICAL EXPLANATION

1. Si marks personal names.

2. Singular nominal personal pronouns are:

aku	'I, me'
ikaw, ka	'you'
sya	'he, she'

3. Short forms of deictics:

ini - ni	'this'
ina' - na'	'that'
atu - tu	'that' (yonder)

4. Gali' is a filler which changes meaning according to the context of the sentence. In this lesson, gali' is used to express surprise or discovery.

5. Sentence patterns:

(a)

Topic	Comment		
Pronl	si	PerName	
Aku	si	Cecile.	'I am Cecile.'
Ikaw	si	Jose.	'You are Jose.'

(b)

Comment		Topic	
Si	PerName	Pronl	
Si	Cecile	aku.	'I am Cecile.'
Si	Jose	ikaw.	'You are Jose.'

E. CULTURAL NOTE

Asyendero/a is a term common to Hiligaynon speaking areas where private landholdings are vast sugar, rice, or coconut plantations. This term is used for the landowners.

F. VOCABULARY LIST

American	Amerikáno/a
big landowner	asyendéro/a
Chinese	Intsík
doctor	doktór
dentist	dentísta
engineer	enhenyéro
farmer	mangungúma
Filipino	Pilipíno/a
fisherman	mangingísda'
Japanese	Hapún/esa
laundryman/woman	labandéro/a
lawyer	abogádo/a
no	índi'
nurse	nars
painter	pintór
professor	propesór/a
salesman/woman	tindéro/a
secretary	sekretárya
Spanish/Spaniard	Espanyól/a

G. CUMULATIVE DIALOGUE

A1: Mr. Santiago, gusto ku ipakilala si Jim.

B1: O, Kamusta ka, Jim.

C1: Sa kalu'uy sang Dyus ma'ayu man.

B2: Amerikano ka, Jim?

C2: Hu'u Amerikano aku. Peace Corps Volunteer aku sang Cadiz.

A2: Si Jim ma'estro sang Math sa Cadiz Elementary School.

B3: A, gali'.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. There are five dialogues in this lesson. Make sure that the dialogues have been thoroughly mastered.

2. Completion Drill.

   The students provide questions and answers as cued. The teacher cues both the question and the answer. The class is divided into two groups, the first to respond with the questions and the second with the answers.

3. Transformation Drill.

   Positive statements are transformed into negative constructions.

4. Phonology Drill.

   Allow a five minute drill on k using Drill 3 from the supplementary materials.

5. Suggested Role-playing Situations.

   (a) A PCV and a Japanese exchange student get acquainted during a party given by the mayor of the town.

(b) The PCV is given a luncheon in his honor a week after he arrives in the town. The town's professionals are introduced to him.

(c) A meeting among exchange students from the United States, Malaysia, the Philippines, Japan, Korea, and Nationalist China is going into its "breaking-the-ice" phase by round-the-table introductions.

6. Students go over Supplementary Vocabulary List 6, Occupations.

LESSON EIGHT

More than One

A. STRUCTURAL CONTENT

Sanday marker
Manga plural marker
Nominal Pronouns: kita
kami
kamu
sila

B. MICRO-DIALOGUES

1.

M1:	Manga trainees kamu?	Are you (plural) trainees?
	Manga trainees kita?	Are we (inclusive) trainees?
	Manga trainees kami?	Are we (exclusive) trainees?
	Manga trainees sila?	Are they trainees?
M2:	Hu'u, manga trainees kami.	Yes, we are trainees.
	Indi', indi' manga trainees kita.	No, we are not trainees.
	Indi', manga abogado kamu.	No, you are lawyers.
	Indi'.	

C1: Manga trainees kamu?
Hu'u, manga trainees kami.

C2: Manga trainees kita?
Indi', indi' manga trainees kita.

C3: Manga trainees kami?
Indi'. Manga abogado kamu.

C4: Manga trainees sila?
Indi'.

2.

M1:	Sin'u kamu?	Who are you (plural)?
	Sanday sin'u kita?	Who are we?
	Sanday sin'u kami?	Who are we?
	Sanday sin'u sila?	Who are they?
M2:	Sanday Marcia, George, kag Feling kami.	We are Marcia, George, and Feling.
	Sanday Maria, Clara kag aku.	Maria, Clara and I.
	Kami sanday Gloria, Mila kag aku.	We are Gloria, Mila and myself.
	Sila sanday nena, Rosita kag Rodolfo.	They are Nena, Rosita and Rodolfo.

C1: Sin'u kamu?
Sanday Marcia, George kag Feling kami.

C2: Sanday sin'u kita?
Sanday Maria, Clara kag aku.

C3: Sanday sin'u kami?
Kamu sanday Gloria, Mila kay ikaw.

C4: Sanday sin'u sila?
Sila sanday Nena, Rosita kag Rodolfo.

C. DRILLS

1. Chain Drills. Students use the names of their friends or classmates:

(a)

S1: Si Ricardo ka?

S2: Indi', si Rosemelia aku.
Si Gerardo ka?

S3: Indi', si Isabel aku.
Si Teresita ka?

S4: Indi', si Emma aku.
etc.

(b)
S1: Pilipino kamu?

S2: Indi', Amerikano kami.
Pilipino kamu?

S3: Indi', Amerikano kami.
Pilipino kamu?

S4: Indi', Amerikano kami.
etc.

(c)
S1: Sin'u kami?

S2: Sanday Delfin, Sefalina, Wilma, kag Gilberto.
Sin'u kami?

S3: Sanday Sefalina, Wilma, Gilberto kag Nicolas.
Sin'u kami?

S4: Sanday Wilma, Gilberto, Nicolas, kag Delfin.
Sin'u kami?

S5: Sanday Gilberto, Nicolas, Delfin, kag Sefalina.

2. Fixed Substitution Drill.

Si Berto siya?	Indi' si Berto siya.
Si Manuel aku?	
Si Cornelio ikaw?	
Si Clarita siya?	
Si Consuelo aku?	
Si Juana ikaw?	
Si Lucia aku?	
Si Severino siya?	

3. Movable Substitution Drill.

Indi' kami manga trainees.
__________________Hapun
______kamu________________
______kita________________
__________________doktor
__________________mangunguma
______sila________________
______kami________________
__________________mangingisda'

4. Transformation Drill. The students give plural pronouns corresponding to the items given on the left-hand side:

Cue	Response
aku kag ikaw	kita
aku kag sya	kamu
sya kag sya	sila
si Consuelo, si Roberto, kag si Agnes	sila
si Teodora kag ikaw	kami
ikaw kag sya	kami
aku kag ikaw	kita

D. GRAMMATICAL EXPLANATION

1. The nominal pronouns are:

aku	'I'
ikaw - ka	'you'
sya	'he, she'
kita	'we' (you, me, and others)
kami	'we' (me and others, excluding you)
kamu	'you' (plural)
sila	'they'

2. Manga marks plurality of nouns.

3. Kag is the conjunction 'and'.

4. There is no question marker for certain Hiligaynon interrogative sentences, only a change in intonation. The statements are given in a rising-falling intonation while the questions are of a rising intonation pattern.

Pilipino sya. Pilipino sya?

5. Plural personal name marker is sanday.

Sanday Roberto, Marilyn kag Calbert atu.	'Those are Roberto, Marilyn and Calvert.'

6. Sentence patterns:

(a)

Topic		Comment	
manga	N	Pronl	
Manga	trainees	kami.	'We are trainees.'
Manga	doktor	kita.	'We are doctors.'

(b)

Topic		Comment	
sanday	PerName	Pronl	
Sanday	Maria, Carlos, kag Luisa	kita.	'We are Maria, Carlos, and Luisa.'
Sanday	Juan	sila.	'They are Juan (and others).'

(c)

Topic		Comment	
sanday	IPN	Pronl	
Sanday	sin'u	kita?	'Who are we?'
Sanday	sin'u	sila?	'Who are they?'

E. VOCABULARY LIST

particles:	
plural marker	mangá
plural personal name marker	sánday
they	silá
we (inclusive)	kitá
we (exclusive)	kamí
you (plural)	kamú

F. CUMULATIVE DIALOGUE

Camilo: Ma'ayung udtu, Renato.

Renato: Ma'ayung udtu man, Camilo. Sulud anay kamu.

Camilo:	Salamat. Renato, sya si Ana, Peace Corps trainee sya.
Renato:	Kamusta ka, Ana?
Ana:	Mayad man. Salamat.
Renato:	Amerikana ka, Ana?
Ana:	Hu'u, Amerikana aku.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. For the Chain Drill, use names of friends of the trainees, or exchange names among the group.

2. In the Transformation Drill, ask students to give plural pronouns corresponding to the items given on the left side of the column.

3. Suggested Role-playing Situations.

   (a) Three PCV's visit the barrio captain, introduce themselves, and explain the kind of work they do.

   (b) A PCV shops for his groceries for the first time and becomes acquainted with the owner of the store and the saleslady.

   (c) A PCV is invited to dinner at the house of his co-worker and is introduced to the members of the family. The friend has a daughter who is a nurse, a son who is a lawyer and another son who is a teacher.

LESSON NINE

Tags and Choices

A. STRUCTURAL CONTENT

Tag question..., indi' bala?
anu?/nu?

Choice question with o

B. MICRO-DIALOGUES

1.

M1:	Si Antonio ikaw, indi' bala?	You are Antonio, aren't you?
	Si Antonio ikaw, anu?	You are Antonio, aren't you?
	Si Antonio ikaw, nu?	You are Antonio, aren't you?
M2:	Hu'u, si Antonio aku.	Yes, I am Antonio.
	Indi', si Carlos aku.	No, I am Carlos.
	Hu'u.	Yes.

C1: Si Antonio ikaw, indi' bala?
Hu'u, si Antonio aku.

C2: Si Antonio ikaw, anu?
Indi', si Carlos aku.

C3: Si Antonio ikaw, nu?
Hu'u.

2.

M1:	Si Florencio ka o si David?	Are you Florencio or David?
	Nars ka o kusinera?	Are you a nurse or a cook?
M2:	Si Florencio aku.	I am Florencio.
	Kusinera aku.	I am a cook.

C1: Si Florencio ka o si David?
Si Florencio aku.

C2: Nars ka o kusinera?
Kusinera aku.

C. DRILLS

1. Fixed Substitution Drill

Si	Guillermo	ka o si	Jaime?
	Nicolas		Arturo
	Dominador		Redentor
	Lourdes		Priscila
	Felicidad		Trinidad

2. Question and Answer Drill

Ma'estra ka o nars?	Nars aku.
Labandera ka o kusinera?	Kusinera aku.
Mangunguma ka o mangingisda'?	Mangunguma aku.
Tindera ka o sekretarya?	Sekretarya aku.
Enhenyero ka o dentista?	Enhenyero aku.
Asyendera ka o ma'estra?	Ma'estra.
Ma'estro ka, anu?	Hu'u, ma'estro aku.
Estudyante ka, anu?	Hu'u, estudyante aku.
Kusinero ka, anu.	Hu'u, kusinero aku.
Nars ka, anu?	Hu'u, nars aku.
Tindero sya, nu?	Indi', labandero sya.
Sekretarya sya, nu?	Indi', doktora sya.
Doktor sya, nu?	Indi', pintor sya.

D. GRAMMATICAL EXPLANATION

1. Bala is a question particle which most often expresses surprise or asks for confirmation. It is used in this lesson as a tag question particle.

2. O is the conjunction functioning like English 'or'.

3. Anu or the short form nu are used also as tag question words.

4. Sentence patterns:

(a)

Topic	Comment		
*PerName	Pronl	TagQues	
Si Antonio	ka,	indi' bala?	'You are Antonio, aren't you?'
Si Carmen	sya,	anu?	'She is Carmen, isn't she?'

(b)

	Topic		Comment			
	*PerName	N	Pronl	C	*PerName	N
1.	Si Elsa		ka	o	si Vida?	
2.		Abogado	sila	o		doktor?

1. 'Are you Elsa or Vida?'

2. 'Are they lawyers or doctors?'

*PerName	
si	PerName
si	Lucille
si	Teresita

E. VOCABULARY LIST

cook	kusinéro/a
or	ó
(particles)	balá, nu

F. CUMULATIVE DIALOGUE

A1: Tagbalay!

B1: Sin'u ina'?

A2: Aku si Guillermo.

B2: O, ikaw gali' Guillermo. Sulud anay.

A3: Salamat, Tiyu'.

B3: Guillermo, sya si Marino, indi' bala?

C1: Indi' aku si Marino, Tiyu'. Aku si Victorio.

B4: Hu'u, anu? Lingkud kamu.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Question and Answer Drill.

   The teacher asks the class questions individually, cueing the first pattern response needed.

2. Phonology Drill.

   Review pronunciation of words containing the t sound by flashing them on cards and having the students read, first chorally and then individually. Insist on perfect pronunciation. Include words contained in the lessons which are often mispronounced.

3. Suggested Role-playing Situations.

   (a) Guillermo is a dentist. One afternoon he visits his doctor friend, Juan, together with Carlos whom Juan does not know. Carlos is from Mexico and is in the Philippines as a trainee in rice production.

   (b) A community development officer meets his PCV for the first time. The PCV is an engineer from Nevada.

   (c) A malaria worker is assigned to the barrio of Tigayon. He goes to the house of the barrio captain to introduce himself and get acquainted.

4. Written Exercise.

   Have students write their own dialogues of six to eight lines to be handed in after two days. Require at least two dialogues related to possible situations that may be encountered when they get to their future jobs.

SUPPLEMENTARY LESSON THREE

Home State and Home Town

A. STRUCTURAL CONTENT

Taga di'in...? Taga...

Di'in sa.....? Sa...

B. MICRO-DIALOGUES

1.

M1:	Taga di'in ka? Taga di'in ikaw?	Where are you from? Where are you from?
M2:	Taga California. Taga California aku.	From California. I am from California.
C1:	Taga di'in ka? Taga California.	
C2:	Taga di'in ikaw? Taga California aku.	

2.

M1:	Taga di'in ka?	Where are you from?
M2:	Taga Washington aku.	I am from Washington.
M3:	Di'in sa Washington? Taga di'in ka sa Washington?	Where in Washington? Where in Washington are you from?
M4:	Sa Seattle. Taga Seattle aku.	In Seattle. I am from Seattle.
C1:	Taga di'in ka? Taga Washington aku. Di'in sa Washington? Sa Seattle.	
C2:	Taga di'in ka? Taga Washington aku. Taga di'in ka sa Washington? Taga Seattle aku.	

C. DRILLS

1. Repetition Drill

Taga di'in ka, Mr. Reyes?	Where are you from, Mr. Reyes?
Taga prubinsya aku.	I am from the province.
Taga di'in ka, Miss Jones?	Where are you from, Miss Jones?
Taga uma aku.	I am from a farm.
Taga di'in ka?	Where are you from?
Taga Amerika aku.	I am from America.
Taga di'in aku?	Where am I from?
Taga Pilipinas ikaw.	You are from the Philippines.
Taga di'in sya?	Where is he from?
Taga baryu sya.	He is from the barrio.
Taga di'in si Mercedes?	Where is Mercedes from?
Taga banwa.	From town.
Taga di'in ka sa New York?	Where in New York are you from?
Sa Albany.	Albany.
Taga di'in ka sa Massachusetts?	Where in Massachusetts are you from?
Sa Boston.	Boston.
Taga di'in ka sa Pilipinas?	Where in the Philippines are you from?
Sa Iloilo.	Iloilo.
Taga di'in ka sa Aklan?	Where in Aklan are you from?
Sa Kalibo	Kalibo.
Taga di'in ka sa Antique?	Where in Antique are you from?
Sa syudad sang San Jose.	San Jose City.

2. Fixed Substitution Drill

Taga Pilipinas aku.	Taga Pilipinas ikaw.
Zamboanga	
Baguio	
Manila	
Negros	
Lanao	
Capiz	
Cotabato	

3. Movable Substitution Drill

Taga Amerika ikaw.
_____Montana_____
_____________sya.
_____Vermont_____
_____Los Angeles_
_____________aku.
_____________ikaw.

4. Completion Drill

(a) Taga di'in sa Pilipinas ka?		Sa Manila'. Cebu Bacolod Kalibo Roxas City Dumaguete City
(b) Taga di'in sa Amerika ka?		Sa California. Washington Kentucky Michigan Minnesota Ohio Nebraska
(c) Taga di'in sa California sya?	Nebraska Arizona Ohio Hawaii	Sa San Francisco. Omaha Phoenix Cincinnati Pepeekeo

D. GRAMMATICAL NOTE

1. Taga di'in literally means 'from where'. Taga is 'from' and di'in is 'where'.

E. CULTURAL NOTE

Names of some of the provinces, cities, and towns in the Philippines are given in this lesson. Emphasis has been given to names of Hiligaynon speaking areas.

F. VOCABULARY LIST

America	Amériká

from	tagá
farm	umá
province	prubínsya
Philippines	Pilipínas
rural barrio or village	báryu
town	bánwa
where	di'ín

G. CUMULATIVE DIALOGUE

A1: Ma'ayung hapun.

B1: Ma'ayung hapun man. Sulud anay.

A2: Salamat. Aku si Carlos, Peace Corps volunteer.

B2: Aku si Jovita, Peace Corps volunteer man aku.

A3: Taga di'in ka, Jovita?

B3: Taga Florida aku. Kag ikaw?

A4· Taga Texas aku.

B4: Di'in sa Texas?

A5: Sa Austin. Kag ikaw? Taga di'in ka sa Florida?

B5: Taga Tampa.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 6 in sequence.
2. Hold a quick five minute drill on vocabulary items from Lessons 1-5.
3. Drill on the t sound using Phonology Drill 2 given in the supplementary materials.

SUPPLEMENTARY LESSON FOUR

Yes or No?

A. STRUCTURAL CONTENT

Negative questions with affirmative responses

B. MICRO-DIALOGUES

1.	
M1: Indi' ka Pilipino?	Aren't you a Filipino?
M2: Indi', indi' aku Pilipino. Indi'.	(No), I'm not a Filipino.
C1: Indi' ka Pilipino? Indi', indi' aku Pilipino.	
C2: Indi' ka Pilipino? Indi'.	
2.	
M1: Indi' ma'estro si Dick?	Isn't Dick a teacher?
M2: Hu'u, indi' sya ma'estro. Hu'u, indi'.	(Yes), he isn't a teacher. (Yes), he isn't.
C1: Indi' si Dick ma'estro? Hu'u, indi' sya ma'estro.	
C2: Indi' si Dick ma'estro? Hu'u, indi'.	

C. DRILLS

1. Repetition Drill

Indi' kamu manga abogado?	Aren't you lawyers?

Hu'u, indi' kami manga abogado.	(Yes), we are not lawyers.
Indi' sila manga Intsik?	Aren't they Chinese?
Hu'u, indi' sila manga Intsik.	(Yes), they are not Chinese.
Indi' kita manga ma'estro?	Aren't we teachers?
Hu'u, indi' kita manga ma'estro.	(Yes), we are not teachers.
Indi' kita manga doktor?	Aren't we doctors?
Hu'u indi' kita manga doktor.	(Yes), we are not doctors.
Indi' kami manga Amerikano?	Aren't we Americans?
Hu'u, indi' kamu manga Amerikano.	(Yes), you are not Americans.
Indi' aku Espanyol?	Aren't I Spanish?
Hu'u, indi'.	(Yes), you're not.
Indi' ikaw Pilipino?	Aren't you Filipino?
Hu'u, indi'.	(Yes), I am not.
Indi' sya Hapun?	Aren't you Japanese?
Hu'u, indi'.	(Yes), he's not.

2. Chain Substitution Drill

(a)

T: Indi' ka Espanyol?	
S1: Hu'u, indi' aku Espanyol.	Cue
S1: Indi' ka Pilipino?	Pilipino
S2: Hu'u, indi' aku Pilipino.	
S2: Indi' ka Hapun?	Hapun
S3: Hu'u, indi' aku Hapun.	
S3: Indi' ka Intsik?	Intsik

S4: Hu'u, indi' aku Intsik.	
S4: Indi' ka Espanyola?	Espanyola
S5: Hu'u, indi' aku Espanyola.	

(b)

T: Indi' ka taga Washington?	Washington
S1: Hu'u, indi'.	
S2: Indi' ka taga Nevada?	Nevada
S3: Hu'u, indi'.	
S3: Indi' ka taga Ilo'ilo?	Iloilo
S4: Hu'u, indi'.	
S4: Indi' ka taga Bacolod?	Bacolod
S5: Hu'u, indi'.	

D. GRAMMATICAL EXPLANATIONS

1. Sentence patterns:

(a)

Comment		Topic	Comment	
Adv	Adv	Pronl	N	
Indi',	indi'	aku	Pilipino.	'(No), I'm not a Filipino.'
Hu'u,	indi'	aku	Pilipino.	'(Yes), I'm not a Filipino.'

(b)

Comment	Topic	Comment	
Adv	Pron	N	
Indi'	sya	Espanyol?	'Isn't he a Spaniard?'
Indi'	kamu	Amerikano?	'Aren't you Americans?'

E. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 9 in sequence.

2. Suggested Role-playing Situations.

   (a) A PCV teacher asks his pupils where they are from.

   (b) A PCV malaria worker works with one family, gathering data to fill out a form he has to complete for each member of the family.

   (c) A community worker works with a new team of five laborers.

SUPPLEMENTARY LESSON FIVE

Telling Time

A. STRUCTURAL CONTENT

Anung oras subung? Ala...
Alas..

B. MICRO-DIALOGUES

1.

M1:	Anung oras subung?	What time is it now?
	Anu nga oras subung?	What time is it now?
	Anu ang oras subung?	What is the time now?
M2:	Alas tres.	Three o'clock.
	Alas singko y medya.	Five thirty.
	Ala una.	One o'clock.

C1: Anung oras subung?
Alas tres.

C2: Anu nga oras subung?
Alas singko y medya.

C3: Anu ang oras subung?
Ala una.

2.

M1:	Anung oras na?	What time is it already?
	Anung oras na gali'?	Oh, what time is it already?
M2:	Alas dos na.	It is already two o'clock.
	Minus dyes para alas onse.	Ten of eleven.

C1: Anung oras na?
Alas dos na.

C2: Anung oras na gali'?
Minus dyes para alas onse.

C. DRILLS

1. Repetition Drill

Anung oras subung?	What time is it?
Alas dyes y medya.	Ten thirty.
Anung oras subung?	What time is it now?
Alas dos kinse subung?	It is two fifteen now.
Anung oras na?	What time is it already?
Alas dos impuntu na.	Two o'clock sharp.
Anung oras na gali'?	What time is it?
Alas seys kwarenta y singko na.	It is six forty-five already.
Anung oras na gali'?	Oh, what time is it?
Minus kinse para ala una.	Fifteen of one.
Anung oras subung?	What time is it now?
Minus beynte para alas otso.	Twenty of eight.
Anung oras na gali'?	Oh, what time is it?
Minus syete para alas dose.	Seven of twelve.

2. Substitution Drill

Alas tres beynte y singko.
_____dos dyes.
Ala una______.
__________kinse.
__________y medya.
Alas tres________.
_____singko______.
_____treynta y singko.
_____dose_________.

3. Identification. Using flash cards give the cue for the time of day to be read in Hiligaynon:

7:00 a.m.
8:55 p.m.
8:00 a.m.
4:30 p.m.
2:15 p.m.
12:00 p.m.
6:45 p.m.
12:00 a.m.
9:30 p.m.

D. GRAMMATICAL EXPLANATION

1. Na is a particle which varies in meaning according to the aspect of the sentence. If used in the completed action constructions, na means 'already'. In durative or proposed constructions it means 'now, already, no more'.

2. Sentence patterns:

(a)

Topic Comment

Ø	ala/alas	Num	Part	
	Alas	tres	na.	'It's three o'clock now.'
	Ala	una	na.	'It is one o'clock.'

(b)

Topic Comment

IP	N	Part	Adv	
Anung	oras	na	gali'?	'What time is it now?'
Anung	oras	na	subung?	'What time is it now?'

E. CULTURAL NOTE

Hiligaynon uses Spanish numbers for telling time.

F. VOCABULARY LIST

and (time)	y
eight	ótso
eleven	ónse
five	síngko
fifteen	kínse
for	pára
forty	kwarénta
half	médya
less, minus	mínus
now	subúng
one	úno/a
particles:	
'modifier connector'	ngá
'time particle'	alá/alás
seven	syéte
sharp (time)	impúntu
six	séys
ten	dyés

thirty	tréynta
three	trés
time	óras
twelve	dóse
twenty	béynte
two	dós

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Supplementary Lesson 4 in sequence.

2. Prepare flash cards on time items before coming to class. Write only numbers on the cards. Have the students identify, in Hiligaynon, the time flashed. You can have more entries than are given in the lesson.

3. Bring visual aids to class to help you in drilling on numbers. A model timepiece should be one of the materials. Make the hands movable to facilitate changing of cues.

4. Suggested Role-playing Situations.

   (a) A PCV forgot his watch at home so he asks around for the time.

   (b) A Math teacher introduces numbers to his students in the first grade. The numbers one through ten are introduced first. He uses several objects to illustrate the change in quantity.

5. Students go over Supplementary Vocabulary List 7, Numbers; and Supplementary Vocabulary List 8, Parts of a Flower, a Plant, and a Tree.

6. A guessing game can be conducted for extra class activity. Bring a box to class together with ten pebbles. Put the pebbles in the box (varying the number every time). Let the students guess how many pebbles there are in the box. Ask for each student's guess to give a chance for all of them to say the number orally.

SUPPLEMENTARY LESSON SIX

Birthdays

A. STRUCTURAL CONTENT

San'u ka natawu? Sang...

Di'in ka natawu? Sa...

B. MICRO-DIALOGUES

1.

M1:	San'u ka natawu?	When were you born?
	San'u aku natawu?	When was I born?
	San'u sya natawu?	When was he/she born?
M2:	Sang Enero 2, 1945 (aku natawu).	(I was born) on January 2, 1945.
	Sang Marso 31, 1944 (aku natawu).	(I was born) on March 31, 1944.
	Sang Abril 22, 1943 (aku natawu).	(I was born) on April 22, 1943.
C1:	San'u ka natawu? Sang Enero 2, 1945 (aku natawu).	
C2:	San'u aku natawu? Sang Marso 31, 1944 (ikaw natawu).	
C3:	San'u sya natawu? Sang Abril 22, 1943 (sya natawu).	

2.

M1:	Di'in ka natawu?	Where were you born?
	Di'in aku natawu?	Where was I born?
M2:	Sa Phoenix, Arizona (aku natawu).	(I was born) in Phoenix, Arizona.
	Sa Tampa, Florida.	(I was born) in Tampa, Florida.
C1:	Di'in ka natawu? Sa Phoenix, Arizona (aku natawu).	

C2: Di'in aku natawu?
Sa Tampa, Florida.

C. DRILLS

1. Repetition Drill.

(a)

San'u ka natawu?	Sang Hunyo 4, 1950.
San'u aku natawu?	Sang Mayo 2, 1945.
San'u sya natawu?	Sang Hulyo 10, 1948.
San'u si Juan natawu?	Sang Septyembre 13, 1942.
San'u si Guillermo natawu?	Sang Desyembre 15, 1941.
San'u si Manolito natawu?	Sang Nobyembre 20, 1940.
San'u si Edvardo natawu?	Sang Hulyo 30, 1945.

(b)

Di'in ka natawu?	Sa Kansas, Kansas.
Di'in aku natawu?	Sa Bacolod, Negros Occidental.
Di'in sya natawu?	Sa Romblon.
Di'in si Nina natawu?	Sa Davao City.
Di'in si Susana natawu?	Sa Iloilo.
Di'in si Lilia natawu?	Sa Manila.
Di'in si Patricia natawu?	Sa Victorias, Negros Occidental.

2. Completion Drill. The teacher asks for the students' birth dates:

	Cue
San'u ka natawu?	Sang Marso 19, 1949.
San'u ka natawu?	____________________
	____________________
	____________________
	____________________

D. GRAMMATICAL EXPLANATION

1. Phrase answers are more common in conversation usage than full sentences.

2. Phrases enclosed in parentheses are opticnal elements of the sentence.

3. Sentence patterns:

(a)

Topic	Comment		
Ø	sang/sa	Time	
	Sang	Mayo 2, 1944.	'On May 2, 1944.'
	Sa	Enero 3, 1970.	'On January 3, 1970.'

(b)

Comment	Topic	Comment	
IP	Pronl	Vb	
San'u	ka	natawu?	'When were you born?'
Di'in	sya	natawu?	'Where was she born?'

3. Sang with time adverbs indicates past time, sa indicates future time.

E. VOCABULARY LIST

April	Abríl
born	/na/táwu
December	Desyémbre
January	Enéro
July	Húlyo
June	Húnyo
March	Márso
May	Máyo
November	Nobyémbre
September	Septyémbre
when	sán'u

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. This lesson follows Supplementary Lesson 5 in sequence.

2. Completion Drill.

   Ask for birth dates of the students in your class. Give your birth date first so that the students will have an idea of what you want.

3. Hand out Supplementary Vocabulary List 9, Days of the Week and Months of the Year.

4. Teach the song, Lubi lubi.

5. Hand out Written Exercise 3 from the supplementary materials. Allow five minutes of class time for this. The students are to rearrange the words to make logical, grammatically acceptable sentences. Only numbers are written in the blanks provided.

UNIT III

Source Pronouns and Pre-verbs

LESSON 10: The Family
LESSON 11: The Family (continued)
LESSON 12: Courtship
LESSON 13: Foods
LESSON 14: Activities

UNIT III

Source Pronouns and Pre-verbs

One set of pronouns is the source pronouns which are normally possessive pronouns. However, these pronouns also function as actors in certain sentence patterns. There are two sets of source pronouns, the pre-position source pronouns which occur before the object possessed in the construction, and the post-position pronouns which occur after the object possessed in the sentence.

This unit introduces the post-position source pronouns.

nakun	'my'
nimu	'your (singular)'
niya	'his, hers'
natun	'our (inclusive: yours, mine and others)'
namun	'our (exclusive: mine and others, excluding yours)'
ninyu	'your (plural)'
nila	'their'

The possessor can also be a noun, in which case it is marked by either ni (preceding a personal name), nanday (preceding a list of personal names), or sang (preceding a common noun). Nouns with these markers function like the post-position pronouns.

Ang lapis nakun ara'.	'My pencil is there.'
Ang lapis ni Juan ara'.	'Juan's pencil is there.'
Ang balay nanday Carmen kag Pablo ara'.	'The house of Carmen and Pablo is there.'
Ang balay sang ma'estro ara'.	'The teacher's house is there.'

LESSON TEN

The Family

A. STRUCTURAL CONTENT

Kay sin'u...? ...nakun
nimu
niya
...ni...

B. MICRO-DIALOGUE

M1:	Kay sin'u bana sya?	Whose husband is he?
	Kay sin'u asawa sya?	Whose wife is she?
	Kay sin'u iluy sya?	Whose mother is she?
M2:	Bana nakun sya.	He is my husband.
	Asawa nimu.	Your wife.
	Iluy niya.	Her mother.
	Iluy sya ni Maria.	She is Maria's mother.

C1: Kay sin'u bana sya?
Bana nakun sya.

C2: Kay sin'u asawa sya?
Asawa nimu.

C3: Kay sin'u iluy sya?
Iluy niya.

C4: Kay sin'u iluy sya?
Iluy sya ni Maria.

C. DRILLS

1. Repetition Drill

Kay sin'u amay sya?	Whose father is he?
Amay nakun sya.	He is my father.
Kay sin'u Tatay sya?	Whose father is he?
Tatay ku sya.	He is my father.
Kay sin'u iluy si Manang Goring?	Whose mother is Manang Goring?
Iluy nakun sya.	She is my mother.
Kay sin'u Nanay si Lourdes?	Whose mother is Lourdes?

Nanay ku.	My mother.
Kay sin'u utud si Maria?	Whose sister is Maria?
Utud niya si Maria.	Maria is her sister.
Kay sin'u tiyo si Manong Tomas?	Whose uncle is Manong Thomas?
Tiyo ni Pamela sya.	He is Pamela's uncle.
Kay sin'u asawa si Marina?	Whose wife is Marina?
Asawa ni Marino.	Marina's wife.
Kay sin'u bana si Kulas?	Whose husband is Kulas?
Bana sya ni Lolita.	He is Lolita's husband.

2. Movable Substitution Drill

Paryente nimu si David.	David is your relative.
__________________Timoteo	Timoteo is your relative.
Ugangan_________________	Timoteo is your in-law.
__________nakun__________	Timoteo is my in-law.
Utud______________________	Timoteo is my brother.
Manghud_________________	Timoteo is my younger brother.
_________________Victorio	Victorio is my younger brother.
__________niya__________	Victorio is his younger brother.
Tiyo______________________	Victorio is his uncle.
Paka'isa________________	Victorio is his first cousin.
______________Manang Emma	Manang Emma is his first cousin.
Tiya______________________	Manang Emma is his aunt.
Maninay_________________	Manang Emma is his god-mother.
__________nakun_________	Manang Emma is my god-mother.
_____________Nanay Meding	Nanay Meding is my god-mother.

D. GRAMMATICAL EXPLANATION

1. Singular source pronouns in the post-position set are:

nakun	'my'
nimu	'your'
niya	'hers, his'

2. The term post-position implies that the pronoun occurs after another word to indicate its grammatical relationship to other words.

3. The ni-phrase occurs in the same position in the sentence as the post-position source pronouns.

4. Sentence patterns:

(a)

Comment		Topic		
N	Pron3	PerName	Pron1	
Bana	nakun		siya.	'He is my husband.'
Asawa	nimu	si Maria.		'Maria is your wife.'

(b)

Comment	Topic	Comment		
N	Pron1	*PerName	Pron3	
Iluy	sya	ni Maria.		'She is the mother of Maria.'
Amay	ka	ni Jose.		'You are the father of Jose.'
Tatay	sya		nakun.	'He is my father.'
Tiyo	aku		nimu.	'I am your uncle.'

*PerName

ni	PerName
ni	Maria
ni	Jose

E. CULTURAL NOTE

There are respect forms in Hiligaynon which have no equivalents in English: manung and manang are used for people addressed who are older in chronological age than the speaker. These may also be used as honorifics for the eldest brother and the eldest sister in the family. Nanay and tatay are the native forms for 'father' and 'mother', but are honorifics when used before the names of aunts and uncles in the family.

Familial relationship in the Philippines is the extended family system. How Hiligaynons reckon family ties is well treated in Gonzales', 'Ilongo Kinship System and Terminology', Philippine Sociological Review. XIII, January 1965, No. 1.

F. VOCABULARY LIST

aunt	tíya
father	amáy, Tátay
first cousin	paka'isá
godmother	maninay
his, her, its	níya
husband	bána
mother	ilúy, Nánay
my	nákun
parents-in-law	ugángan
(particles)	kay, ni
relative	paryénte
respect forms:	
older men	mánung, tiyú', tátay
older women	mánang, tiyá', nánay
sibling	útud
uncle	tíyo
whose (singular)	kay sín'u
wife	asáwa
your (singular)	nímu
younger sibling	mánghud

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Allow a five minute drill on vocabulary items. Bring pictures of people in different national costumes and different occupations and have the students identify these pictures in terms of occupation and nationality.

2. Suggested Role-playing Situations.

(a) Let the students identify their own things on top of their desks.

(b) A couple visits the house of friends for the first time. The two couples exchange pleasantries.

3. Bring to class a picture of a family with the husband and wife, two children of different sexes, and grandparents all in the same picture. The introduction to this lesson will be more meaningful with this visual aid.

4. Students go over Supplementary Vocabulary List 10, Family Relations.

LESSON ELEVEN

The Family (continued)

A. STRUCTURAL CONTENT

Kanday sin'u... ...nila
namun
ninyu
natun
...nanday...

B. MICRO-DIALOGUES

1.

M1:	Kanday sin'u kwartu ini?	Whose room is this?
	Kanday sin'u balay ini?	Whose house is this?
	Kanday sin'u uma ini?	Whose farm is this?
	Kanday sin'u lamesa ini?	Whose table is this?
M2:	Kwarto natun ini.	This is our room.
	Balay namun ini.	This is our home.
	Uma ninyu ini.	This is your farm.
	Lamesa nila ini.	This is their table.

C1: Kanday sin'u kwarto ini?
Kwarto natun ini.

C2: Kanday sin'u balay ini?
Balay namun ini.

C3: Kanday sin'u uma ini?
Uma ninyu ini.

C4: Kanday sin'u lamesa ini.
Lamesa nila ini.

2.

M1:	Kanday sin'u ginikanan sila?	Whose parents are they?

	Kanday sin'u manga utud sila?	Whose brothers and sisters are they?
	Kanday sin'u manga paryente sila?	Whose relatives are they?
M2:	Ginikanan nila (sila).	They are their parents.
	Manga utud sila nanday Marino kag Miguela.	They are the brothers of Marino and Miguela.
	Manga paryente natun sila.	They are our relatives.

C1: Kanday sin'u ginikanan sila?
Ginikanan nila (sila).

C2: Kanday sin'u manga utud sila?
Manga utud nanday Marino kag Miguela.

C3: Kanday sin'u manga paryente sila?
Manga paryente natun sila.

C. DRILLS

1. Repetition Drill

Kanday sin'u ginikanan sila?	Whose parents are they?
Ginikanan namun.	Our parents.
Kanday sin'u manga amigo sila?	Whose friends are they?
Manga amigo namun sila.	They are our friends.
Kanday sin'u manga paryente sila?	Whose relatives are they?
Manga paryente natun sila.	They are our relatives.
Kanday sin'u manga hinablus sila.	Whose nieces/nephews are they?
Manga hinablus ninyu.	Your nephews and nieces.
Kanday sin'u manga primo sila?	Whose cousins are they?
Manga primo nila.	Their cousins.
Kanday sin'u manga hinablus sila?	Whose nieces and nephews are they?

Manga hinablus nanday Mr. kag Mrs. Mendoza.	They are the nieces and nephews of Mr. and Mrs. Mendoza.
Kanday sin'u balay ina'?	Whose house is that?
Balay nanday Mr. Luces.	The house of the Luces.
Kanday sin'u uma ina'?	Whose farm is that?
Uma nanday Jurilla ina'.	The Jurillas' farm.
Kanday sin'u kalubihan ina'.	Whose coconut grove is that?
Kalubihan nanday Motus ina'.	That is the coconut grove of the Motuses.

2. Question and Answer Drill

Cue
Kay sin'u lapis ini?
Lapis ni Maria ina'.

(a)

Kay sin'u libro ina'? Jovito	Whose book is that?
Kay sin'u papel atu? Narco	Whose paper is that?
Kay sin'u kwaderno ini? nakun	Whose notebook is this?
Kay sin'u payung atu? Maria	Whose umbrella is that?
Kay sin'u relo ini? nya	Whose watch is this?
Kay sin'u pitaka ina'? nimu	Whose purse is that?
Kay sin'u isu ini? nya	Whose chalk is this?
Kay sin'u radyo atu? nakun	Whose radio is that?

(b)

Kanday sin'u manga bayu' atu? Clara, Claro, Nene	Whose dresses are those?
Kanday sin'u manga prutas ina'? Vida, Emma, Pat	Whose fruits are those?
Kanday sin'u balay ini? nila	Whose house is this?
Kanday sin'u kwarto ina'? namun	Whose room is that?

Kanday sin'u manga amigo sila?	Whose friends are they?
natun	
Kanday sin'u manga primo sila?	Whose cousins are they?
ninyu	

D. GRAMMATICAL EXPLANATION

1. A complete set of post-position source pronouns:

nakun	ku	'my'
nimu	mu	'your' (singular)
niya		'his, her, its'
natun		'our' (inclusive)
namun		'our' (exclusive)
ninyu		'your' (plural)
nila		'their'

2. One way of making a collective noun is by affixing /ka-/ and /-an/ to a root:

lubi	'coconut'	kalubihan	'coconut grove'
amigo	'friend'	ka'amigohan	'circle of friends'
balay	'house'	kabalayan	'group of houses'

/-an/ has an allomorph /-han/. /-an/ is used after roots which end in consonants, while /-han/ is the form used after roots ending in vowels.

3. ku is the short form of nakun; mu of nimu.

E. VOCABULARY LIST

chalk	ísu
clothes, dress	báyu'
cousin	prímo/a
coconut grove	/ka/lubi/hán/
friend	amígo
fruit	prútas
house	baláy
niece/nephew	hinápblus
our (inclusive)	natun
our (exclusive)	namun
parent	ginikanan
(particles)	nánday, kánday
purse, handbag	pitáka

radio	rádyo
room, bedroom	kwárto
their	nilá
umbrella	páyung
whose (plural)	kánday sín'u
wrist watch, watch	reló
your (plural)	nínyu

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Drill on glottal stop using Phonology Drill 4.

2. Question and Answer Drill.

   The teacher asks the questions while students provide complete answers using names given as cues.

3. Suggested Role-playing Situations.

   (a) A PCV refuses an invitation due to a terrible cough he has been having for the last four weeks.

   (b) A PCV apologizes for not being able to attend a party he was invited to because of inclement weather.

LESSON TWELVE

Courtship

A. STRUCTURAL CONTENT

Gusto	+ source pronoun	+ Nominal Pronoun
Luyag	+ ni-NP	+ ang-NP
Kinahanglan	+ nanday-NP	+ si-NP

B. MICRO-DIALOGUES

1.

M1:	Gusto mu sya? Luyag mu sya? Kinahanglan mu sya?	Do you like her/him? Do you like her/him? Do you need her/him?
M2:	Hu'u, gusto ku sya. Indi' ku sya luyag. Indi', indi' ku sya kinanglan.	Yes, I like her/him. I don't like her/him. No, I don't need her/him.
C1:	Gusto mu sya? Hu'u, gusto ku sya.	
C2:	Luyag mu sya? Indi' ku sya luyag.	
C3:	Kinahanglan mu sya? Indi', indi' ku sya kinanglan.	

2.

M1:	Gusto ni Manuel si Maria? Luyag ni Manuel si Maria? Kinahanglan gid niya si Maria?	Does Manuel like Maria? Does Manuel like Maria? Does he really need Maria?
M2:	Gusto gid sya ni Manuel. Luyag gid ni Manuel si Maria. Kinahanglan gid ni Manuel sya.	Manuel likes her very much. Manuel likes Maria very much. Manuel needs her very much.

C1: Gusto ni Manuel si Maria?
Gusto gid sya ni Manuel.

C2: Luyag ni Manuel si Maria?
Luyag gid ni Manuel si Maria.

C3: Kinanglan gid niya si Maria?
Kinanglan gid ni Manuel sya.

3.

M1:	Gusto nanday Pedro kag Marion ang ma'estra? Luyag nanday Pedro kag Marion ang ma'estra? Kinahanglan nanday Pedro kag Marion ang ma'estra?	Do Pedro and Marion like the teacher?
M2:	Hu'u gusto nila sya. Indi' nila luyag sya. Indi', indi' nila kinahanglan sya.	Yes, they like her. They don't like her. No, they don't need her.

C1: Gusto nanday Pedro kag Marion ang ma'estra?
Hu'u gusto nila sya.

C2: Luyag nanday Marion kag Pedro ang ma'estra?
Indi' nila luyag sya.

C3: Kinahanglan nanday Pedro kag Marion ang ma'estra?
Indi', indi' nila kinahanglan sya.

C. DRILLS

1. Substitution Question and Answer Drill

Question	Positive Response
Gusto mu aku?	Hu'u, gusto ku ikaw.
	Negative Response
	Indi' ku gusto ikaw.

sya
kami
sila
si Carlos
si Lucille
ang Presidente
ang mayor

Luyag mu ang dalaga?	Do you like the young lady?
soltero	young man
kanta	song
estudyante	student
si Johnson	
si Nixon	
sila	
sya	

Kinahanglan si Carmen?
Maraya
Julieta
Macario
ang doktor
ang nars

2. Movable Substitution Drill

Gusto ni Juanito si Juanita.
______________________Ofelia
__________Victorio__________
Luyag_______________________
__________Romeo_____________
______________________Margarita
Kinahanglan_________________
______________________Mercedes
__________Arturo____________
Gusto_______________________

3. Completion Drill

Gusto ku sya ____________
ang ma'estro ____________
si Teresita ____________

Luyag ku sila ______________
ang manga lalaki ______________
si Rosita kag si Nena ______________

Kinahanglan sya ______________
ni Ricardo ang doktor ______________
si Dr. Reyes ______________

D. GRAMMATICAL EXPLANATION

1. Gusto and luyag can be interchanged to mean 'like', but gusto has a connotation which can be taken to mean 'want' or 'desire' especially when used with food. The connotation can be carried over to people relationships: thus luyag is used more often than gusto when referring to persons.

2. The three pre-verbs do not undergo grammatical change in some constructions. They can, however, take affixes when used in completed and proposed actions constructions:

na-gusto-han	liked
na-luyag-gan	liked
ma-gusto-han	will like
ma-luyag-gan	will like

3. Sentence pattern:

	Vb	Act			Obj (topic)		
	PV	Pron3	PerName	N	Pron1	PerName	N
(1)	Gusto	ku			sya.		
(2)	Luyag		ni Jose			si Maria.	
(3)	Gusto			sang iluy			ang bata'.

(1) 'I like her/him.'
(2) 'Jose likes Maria.'
(3) 'The mother likes the child.'

4. Kinahanglan and kinanglan are dialect variants of 'need'.

5. Pre-verbs are so called because of their limited number of affixes compared to other verbs.

*ACT

Pron3	PerName	
niya	ni PerName	sang N
nakun	ni Carlos	
	ni Lucille	sang tawu
		sang lalaki

*OBJ (topic)

Pron1	PerName	N
sila	si PerName	ang N
aku	si Consuelo	
	si Ernesto	ang ma'estra
		ang abogado

E. VOCABULARY LIST

need	kinahánglan/kinanglan
want, like, desire	lúyag
young lady, bachelor woman	dalága
young man, bachelor	soltéro

F. CUMULATIVE DIALOGUE--Family Jokes

Marciano: Manung, luyag mu si Corazon, indi' bala?

Teofisto: Uy...ikaw Marciano, ha.

Marciano: Nanay, si Manung, luyag kunu niya si Corazon.
Teofisto: Indi' ku luyag sya, Nay. Si Marciano gid. Basi' ikaw siguru.
Nanay: Hustu na ina', Marciano, Teofisto.

G. GRAMMATICAL NOTES

1. Kunu is a quoting particle used to quote what was said by another person.

2. Basi' is 'maybe'.

3. Hustu na ina'! is the reprimand 'that is enough'. Hustu by itself means 'right'.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Substitution Question-and-Answer Drill.

   Divide the class into two groups. One group gives positive answers while the other gives negative responses. Switch roles.

2. Test on mastery of glottal stop recognition using Phonology Drill 5. The teacher gives the sentences orally and the students write either a or b as answers.

3. Hand out Written Exercise 4. Allow one day for the writing of the exercise.

4. Suggested Role-playing Situations.

   (a) Give a short introduction of yourself and your family.

   (b) Two students compare notes on their favorite singers, authors, etc.

LESSON THIRTEEN

Food

A. STRUCTURAL CONTENT

Use of pre-verbs in noun phrases.

Anu ang PV + Pron? NP + PV + Pron

B. MICRO-DIALOGUES

1.

M1:	Anu ang gusto mu?	What would you like?
	Anu ang luyag mu?	What would you like?
	Anu ang kinanglan mu?	What would you need?
M2:	Mansanas ang gusto ku.	I would like an apple.
	Luyag nakun kafe.	I would like coffee.
	Kalamay ang kinanglan ku.	I need sugar.

C1: Anu ang gusto mu?
Mansanas ang gusto ku.

C2: Anu ang luyag mu?
Luyag nakun kafe.

C3: Anu ang kinanglan mu?
Kalamay ang kinanglan ku.

C. DRILLS

1. Repetition Drill

Gusto nakun manuk. Manuk ang gusto ku.	I would like some chicken.
Gusto namun karne. Karne ang gusto namun.	I would like some meat.
Gusto niya ilimnun. Ilimnun ang gusto niya.	He would like some beverage.
Gusto nila kan'un. Kan'un ang gusto nila.	They would like some rice.

Luyag nakun utan. Utan ang luyag nakun.	I would like some vegetables.
Luyag namun sorbete. Sorbete ang luyag namun.	We would like some ice cream.
Luyag niya tsa. Tsa ang luyag niya	She would like some tea.
Luyag nila isda'. Isda' ang luyag nila.	They would like some fish.
Luyag nila patatas. Patatas ang luyag nila.	They would like some potatoes.
Kinahanglan ku asin. Asin ang kinahanglan ku.	I need salt.
Kinahanglan ku plato. Plato ang kinahanglan ku.	I need a plate.
Kinahanglan niya tsokolate. Tsokolate ang kinahanglan nya.	She needs some chocolate.
Kinahanglan nila tubi'. Tubi' nng kinahanglan nila.	They need water.

2. Chain Substitution Drill

(a)

		Cue
T:	Anu ang gusto mu?	
S1:	Manuk ang gusto ku. Anu ang gusto mu?	manuk
S2:	Karne ang gusto ku. Anu ang gusto mu?	karne
S3:	Isda' ang gusto ku. Anu ang gusto mu?	isda'
S4:	Kan'un ang gusto ku. Anu ang gusto mu?	kan'un

S5:	Utan ang gusto ku.	utan

(b)

T:	Anu ang luyag mu?	
S1:	Luyag nakun tsokolate. Anu ang luyag mu?	tsokolate
S2:	Luyag ku tsa. Anu ang luyag mu.	tsa
S3:	Luyag ku kafe. Anu ang luyag mu?	kafe
S4:	Gatas ang luyag ku.	gatas

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a)

Obj	NomVb	Act	
Tsa	ang gusto	ku.	'Tea is what I like.'
Sorbete	ang luyag	namun.	'Ice cream is what we like.'

(b)

PV	Act	Obj	
Gusto	nakun	tsa.	'I would like some tea.'
Luyag	niya	isda'.	'She likes fish.'

E. VOCABULARY LIST

apple	mansanas
chicken	manúk
chocolate	tsokolate
coffee	kafé
cooked steamed rice	kan'un
drinks, beverage liquor	ilimnun
fish	isda'
ice cream	sorbete

meat	karne
plate	plato
potato	patatas
refined sugar	asukar, kalamay
salt	asín
tea	tsa

F. CUMULATIVE DIALOGUE--Ordering a meal

David: Anu ang gusto mu, Carlos?

Carlos: Gusto ku karne, isda', kag kan'un.

David: Gusto kunu sya sang karne, isda' kag kan'un.

Waiter: Anu ang gusto mu nga ilimnun?

Carlos: Cocacola.

Waiter: Kag ikaw, Sir? Anu ang order mu?

David: Gusto ku manuk, salad kag patatas. Luyag man aku sang kafe.

Waiter: Sigi.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Hold a five minute test on glottal stop recognition using Phonology Drill 6. Read the items orally. The students write a check if the answer is with a glottal stop and a cross if without one.

2. Hold a five minute vocabulary mastery review of past vocabulary items.

3. Bring visual aids for introduction of food vocabulary items. You may use real objects, models, or pictures of different entries.

4. Students go over Supplementary Vocabulary List 11, Vegetables; and Supplementary Vocabulary List 12, Condiments.

5. Suggested Role-playing Situations.

(a) Two PCV's order a meal in a restaurant.

(b) A PCV is treated to lunch by his co-teacher.

(c) A PCV tells her maid what to buy at the grocery store.

LESSON FOURTEEN

Activities

A. STRUCTURAL CONTENT

Gusto + Pronoun + /mag-/ Verb root... + (NP)

Luyag

B. MICRO-DIALOGUES

1.

M1: Anu ang gusto mu? Anu ang gusto niya?	What would you like?
M2: Gusto ku magsa'ut. Gusto ku magtu'un.	I want to dance. I want to study.
C1: Anu ang gusto mu? Gusto ku magsa'ut.	
C2: Anu ang gusto niya? Gusto nya magtu'un.	

2.

M1: Anu ang gusto mu? Anu ang luyag mu?	What would you like?
M2: Gusto ku magka'un sang adobo. Gusto ku mag'inum sang tsa. Gusto ku maglutu' sang panyaga.	I would like to eat adobo. I would like to drink tea. I would like to cook lunch.
C1: Anu ang gusto mu? Gusto ku magka'un sang adobo.	
C2: Anu ang gusto mu? Gusto ku mag'inum sang tsa.	
C3: Anu ang luyag mu? Luyag ku maglutu' sang panyaga.	

C. DRILLS

1. Repetition Drill

Anu ang gusto mu?	What would you like (to do)?
Gusto ku maglaba sang bayu'.	I would like to wash clothes.
Anu ang gusto mu?	What would you like (to do)?
Gusto ku magbakal sang sapatus.	I would like to buy shoes.
Anu ang gusto ninyu?	What would you like (to do)?
Gusto namun magtan'aw sang sini.	We would like to see a movie.
Anu ang gusto nila?	What would they like (to do)?
Gusto nila maghambal sang Hiligaynon.	They would like to speak Hiligaynon.
Anu ang luyag mu?	What would you like (to do)?
Luyag ku maglanguy.	I would like to swim.
Anu ang luyag niya?	What would he like (to do)?
Luyag nya magpamasyar.	He would like to take a walk.
Anu ang luyag ninyu?	What would you like (to do)?
Luyag namun magbasa.	We would like to read.
Anu ang luyag nila?	What would they like (to do)?
Luyag nila magtrabaho.	They would like to do some work.

2. Chain Substitution Drill

T:	Anu ang gusto mu?	
S1:	Gusto kù magkanta. Anu ang gusto mu?	magkanta
S2:	Gusto ku maglingkud. Anu ang gusto mu?	maglingkud
S3:	Gusto ku magtindug. Anu ang gusto mu?	magtindug
S4:	Gusto ku maghampang.	maghampang

3. Question and Answer Drill

(a) Cue

Gusto mu maghambal?	Would you like to speak?
Hu'u, gusto ku maghambal.	Yes, I would like to speak.
magbulig	to help
magpani'udtu	to eat lunch
magkanta	to sing
magkuna'kuna'	to think
magtan'aw	to observe
magpamangkut	to ask a question

(b) Cue

Gusto mu magdala sang pagka'un?	Would you like to bring some food?
Hu'u, gusto ku magdala sang pagka'un.	Yes, I would like to bring some food.
magkuha' sang mang prutas	to get some fruit
maghulam sang libro	to borrow a book
magdakup sang pispis	to catch a bird
maghabuy sang basura	to throw out the garbage
magka'un sang panyapun	to eat dinner

D. GRAMMATICAL EXPLANATION

1. /mag-/ is infinitive actor focus affix.

2. Sentence pattern:

PV	Act	Inf	
Gusto	nakun	magka'un.	'I would like to eat.'
Gusto	aku	magka'un.	'I would like to eat.'
Luyag	namun	magbulig.	'We would like to help.'
Luyag	kami	magbulig.	'We would like to help.'

E. VOCABULARY LIST

bird	píspis
dinner	panyápun
lunch, (to eat) lunch	panyága, /mag/panyága, pani'údtu
movie	siní

shoes	sapátus
trash, garbage	basúra
(to) ask	/mag/pamángkut
(to) borrow	/mag/hulám
(to) catch with hands	/mag/dakúp
(to) help	/mag/búlig
(to) observe, watch	/mag/tán'aw
(to) read	/mag/bása
(to) swim	/mag/langúy
(to) stand	/mag/tíndug
(to) think	/mag/huna'húna'
(to) throw out	/mag/habúy
(to) take a walk	/mag/pamasyár
(to) wash clothes	/mag/labá
(to) work	/mag/trabáho

F. CUMULATIVE EXERCISE--Reading Comprehension

Si Juan kag si Pedro nagka'un sa restaurant. Gusto ni Pedro magka'un sang kan'un kag utan. Gusto man o niya mag'inum sang serbesa. Si Juan luyag mag'inum sang 'coke' lang kag magka'un sang sorbete. Ginhambal (or Ginsiling) nila ang gusto nila sa 'waitress'.

1. Anu ang gusto ni Juan?
2. Luyag sya magka'un sang patatas, indi' bala?
3. Sin'u kay Juan o kay Pedro ang gusto mag'inum sang serbesa?
4. Luyag bala ni Pedro magka'un sang utan?
5. Anu ang gustong pagka'un ni Juan?
6. Di'in sila subung?

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Chain-substitution Drill.

The teacher asks the question first and gives the cue word for the response. Student 1 answers. Student 1 then asks the cue question of Student 2. The teacher gives a cue word and

Student 2 answers using the cue given.

2. Suggested Role-playing Situations.

(a) Two friends plan for a weekend at the beach.

(b) A family plan for a Sunday picnic.

3. Teach the song, Daw Pispis nga Bukaw.

UNIT IV

Goal Focus

LESSON 15: Survival Kit

LESSON 16: Clothes

LESSON 17: Cooking

LESSON 18: Miscellaneous

LESSON 19: The Hospital

UNIT IV

Goal Focus

What is focus? Focus is a key concept in Philippine languages. It is crucial to sentence structure and meaning.

In English, when a speaker wants to emphasize one part of the sentence, he usually does it by intonation variation. The voice is louder or stronger on the part that is emphasized.

1. The child is buying candy from the store for her friend.
2. The child is buying candy from the store for her friend.
3. The child is buying candy from the store for her friend.
4. The child is buying candy from the store for her friend.
5. The child is buying candy from the store for her friend with money.

Further, English uses active and passive grammatical constructions to put focus on the actor as subject or the object as subject:

> The child bought candy. The candy was bought by the child.

In Philippine languages, sentence focus is built into the sentence construction by a grammatical mechanism. This phenomenon is called focus. Focus is marked by verbal affixes and a special particle before the noun in focus. With the following vocabulary items, Hiligaynon translations of the above English sentences are given to show the different focus forms of Hiligaynon.

bata'	'child'
bakal	'buy'
pastilyas	'candy'
tindahan	'store'
amigo	'friend'
kwarta	'money'

1. Nagabakal ang bata' sang pastilyas sa tindahan para sa iya amigo.

2. *Gina*bakal sang bata' *ang pastilyas* sa tindahan para sa iya amigo.

3. *Gina*baklan sang bata' sang pastilyas *ang tindahan* para sa iya amigo.

4. *Gina*baklan sang bata' sang pastilyas sa tindahan *ang iya amigo*.

5. *I*bakal sang bata' sang pastilyas sa tindahan para sa iya amigo *ang kwarta*.

Inflection of the verb changes from one sentence to the other. Also, *ang* moves around and goes before different words. The words that follow *ang* are in focus. These five sentences illustrate the four common focuses in Hiligaynon. Sentence 1 focuses on the actor. *Ang* precedes *bata'* which is the actor of the sentence. Sentence 2 focuses on the object or goal of the action. *Ang* precedes *pastilyas* which is the object. This sentence is an example of a goal focus construction. Sentence 3 is a referent focus utterance giving grammatical importance to the location of an action. Sentence 4 is also a referent focus construction stressing the benefactor of an action. The location and benefactor constructions are both included in the referent focus group because the verbal affixes and function markers in these constructions are exactly the same. Sentence 5 points out the instrument used to perform an action. This is known as the instrument focus. This last focus is rarely used in spoken or written Hiligaynon.

The particle *ang* usually functions as a focus marker, preceding the word in focus. However, it can have other functions which are beyond the scope of this book. Wherever *ang* appears, before the actor, object, place etc., it generally points out the focused part of the sentence. Two other elements can fill the position of the topic of a sentence aside from an *ang*-phrase: a personal name preceded by *si*, or any of the nominal pronouns.

Actor *Naga*bakal *ang bata'* sang manga pastilyas sa tindahan para iya amigo.
*Naga*bakal *si Maria* sang manga pastilyas sa tindahan para sa iya amigo.
*Naga*bakal *sya* sang manga pastilyas sa tindahan para sa iya amigo.

Goal
Ginabakal sang bata' ang manga pastilyas sa tindahan para sa iya amigo.
Ginabakal ni Maria ang manga pastilyas sa tindahan para sa iya amigo.
Ginabakal niya ang manga pastilyas sa tindahan para sa iya amigo.

Referent
Ginabaklan sang bata' sang manga pastilyas ang tindahan para sa iya amigo.
Ginabaklan ni Maria sang manga pastilyas ang tindahan para sa iya amigo.
Ginabaklan niya sang manga pastilyas ang tindahan para sa iya amigo.

If the phrase is not in focus, then the marker sang precedes a common noun, or a ni precedes a personal name--or the source pronoun set is used. Another particle, sa, marks direction of an action, be it to a place, person, or thing.

It is easy to talk about focus, but there are no rules stating when to use one over the other. Suffice it to say that goal focus constructions seem to be the 'favorite sentence' type of Hiligaynon speakers. As suggested above, English uses the passive to focus the goal of the action as subject. Such constructions are not as common in English speech as they are in Hiligaynon, and since English passive and Hiligaynon goal focus are sometimes equated, we turn to this unit early in the study.

This unit introduces the following verbal affixes of the goal focus:

Completed action:	/gin-/
Durative action:	/gina-/
Proposed action:	/-un/

The lessons in this unit deal chiefly with the verbal affixes shown above, as these are the most productive forms in Hiligaynon and the most practical to learn for the beginning student. There are other affixes for causative mode, distributive mode, etc., but these are beyond the scope of this book. The grammar reference text will cover other forms.

LESSON FIFTEEN

Survival Kit

A. STRUCTURAL CONTENT

/gin-/ VR

/gina-/ VR

/-un/ VR

Particles: pa, na

B. MICRO-DIALOGUES

1.

M1:	Gingutum ka ka'ina?	Did you feel hungry earlier?
	Ginatuyu ka subung?	Are you sleepy now?
	Basi' hilanatun ka bwas.	You might come down with a fever tomorrow.
M2:	Hu'u, gingutum aku.	Yes, I felt hungry.
	Indi'.	No.
	Basi'.	Maybe.
C1:	Gingutum ka kaina?	
	Hu'u gingutum aku.	
C2:	Ginatuyu ka subong?	
	Indi'.	
C3:	Basi' hilanatun ka bwas.	
	Basi'.	

2.

M1:	Ginatamad ka na?	Do you feel lazy already?
	Natamad ka na?	Are you bored already?
	Ginauhaw ka pa?	Are you still thirsty?
	Nauhaw ka pa?	Are you still thirsty?
M2:	Hu'u ginatamad na aku.	Yes, I am already lazy.
	Indi', indi' pa.	No, not yet.
	Hu'u natamad na aku.	Yes, I am already bored.
	Indi', indi' na aku gina'uhaw.	No, I am not thirsty anymore.
	Hu'u, na'uhaw pa aku.	Yes, I am still thirsty.

C. DRILLS

1. Repetition Drill.

Ginatuyu aku.	I am sleepy.
Ginakapoy ikaw.	You are tired.
Ginamingaw sya.	He/she is lonely.
Ginanerbyos kami.	We are nervous.
Ginahadluk kita.	We are afraid.
Ginasip-un kamu.	You have a cold (running nose).
Ginakataru sila.	They have a cold.
Ginahilanat si Mariano.	Mariano has a fever.
Gina'ubu si Edna.	Edna has a cough.

2. Fixed Substitution Drill.

(a) Ginagutum na si Carlos.
gina'uhaw
ginatuyu
ginakapuy
ginahadluk
ginatamad

(b) Ginsip'un ang manga estudyante.
ginhilanat
gingutum
gintuyu
ginkapuy
gintamad

(c) Sip'unun ang manga bata kun sigi ang pag'ulan.
kataruhun
ubuhun
hilanatun

3. Transformation Drill. Change the affixes of the verbs from /gin-/ to /gina-/ to /-un/.

Gingutum si Consuelo sa bus.
Gin'uhaw si Maria sa kwarto.
Ginhilanat sya sa hospital.
Ginkapuy kami sa pagbulig.
Gintamad aku sa klase.

D. GRAMMATICAL EXPLANATION

1. Verb roots in this lesson are stative verbs,

used to express states of being or existence when affixed with the /-un/ affixes.

2. /-un/ has an alternate form /-hun/, used after roots that end in vowels, the /-un/ variant follows consonants.

3. Na expresses 'already, now'.

4. Pa expresses 'still, yet'.

5. Sentence pattern:

	Vb			Act		
	/gin-/	/gina-/	/-un/	Pronl	N	Adv
(1)	Gingutum			aku.		
(2)		Ginakapuy		kami		karun.
(3)			Kapuyun		ang bata'.	

(1) 'I felt hungry.'
(2) 'We are tired now.'
(3) 'The child will tire out.'

E. VOCABULARY LIST

(is) afraid	/gina/hádluk
(has) cold/s	/gina/katáru
(is) coughing	/gina/ubú
earlier in the day, a while ago	ka'ína
(will have) fever	hilanát/un/
(was) hungry	/gin/gutúm
if	kún
(is) lazy	/gina/tamád
(is) lonely	/gina/mingáw
(is) nervous	/gina/nérbyos
(particles)	pa, na
rain	/pag/'ulán
(has) running nose	/gina/síp'un
(is) sleepy	/gina/tuyú
(is) thirsty	/gina/'úhaw
(is) tired	/gina/kápuy

E. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Phonology Drill for five minutes. Use Phonology Drill 7 on the ng sound.

2. Suggested Role-playing Situations.

(a) A PCV just arrived at a barrio and stays the night at the house of the barrio captain. The barrio captain and his wife offer him their hospitality.

(b) Two friends look for refreshments after swimming at a beach resort.

LESSON SIXTEEN

Clothes

A. STRUCTURAL CONTENT

/gin-/ VR + post-position source pronoun.

/gina-/

B. MICRO-DIALOGUES

1.

M1: Gin'anu mu ang de largo?	What did you do with the pair of long pants?
Gin'anu mu ang sapatus?	What did you do with the pair of shoes?
M2: Ginbaligya' ku ang de largo.	I sold the pair of long pants.
Ginbakal nakun.	I bought it.
Ginbakal ku.	I bought it.
C1: Gin'anu mu ang de largo? Ginbaligya' ku ang de largo.	
C2: Gin'anu mu ang sapatus? Ginbakal nakun.	
C3: Gin'anu mu ang sapatus? Ginbakal ku.	

2.

M1: Gina'anu mu ang falda?	What are you doing with the skirt?
Gina'anu mu ang kalu'?	What are you doing with the hat?
M2: Gina'uli' ku sa estante.	I am returning it to the shelf.
Ginatilaw nakun.	I am trying it on.
C1: Gina'anu mu ang falda? Gina'uli' ku sa estante.	

C2:	Gina'anu mu ang kalu'?	
	Ginatilaw nakun.	

3.

M1:	Anu ang ginbaligya' niya?	What did she sell?
	Anu ang ginabakal niya?	What is she buying?
M2:	Tsinelas ang ginbaligya' niya.	She sold a pair of slippers.
	Panyu'.	
C1:	Anu ang ginbaligya' niya?	
	Tsinelas ang ginbaligya' niya.	
C2:	Anu ang ginabakal niya?	
	Panyu'.	A handkerchief.

C. DRILLS

1. Repetition Question and Answer Drill.

Anu ang ginapangita' mu?	What are you looking for?
Blosa ang ginapangita ku.	I am looking for a blouse.
Anu ang ginpangita' nila?	What were they looking for?
Kamisadentro ang ginpangita' nila.	They were looking for a shirt.
Anu ang ginabilid niya?	What is he looking at?
Medyas.	Socks.
Anu ang ginbilid niya?	What was she looking at?
Medyas.	Stockings.
Anu ang gin'uli' nimu?	What are you returning?
Gin'uli' ku ang kurbata.	I am returning the tie.
Anu ang gin'uli' nimu?	What did you return?
Ang bayu'.	The dress.

2. Transformation Drill. Change the /gin-/ to /gina-/

Gindala nila ang manga baligya'.
Ginbakal namun ang tela.
Gintan'aw ku ang 'bargain sale' sa 'Kress'.
Ginbilid natun ang manga kamisadentro.
Gin'uli' niya ang blosa.
Gintilaw nila ang manga de largo.
Ginpangita' nila ang tyanggi.

3. Question and Answer Drill.

	Cue
Anu ang ginabaligya' mu? Kalu' ang ginabaligya' ku.	kalu'
Anu ang ginabakal nila?	medyas
Anu ang ginatilaw mu?	falda
Anu ang ginatan'aw namun?	'sale'
Anu ang ginapangita' ku?	panyu'

D. GRAMMATICAL EXPLANATION

1. /-un/ set of affixes is used in constructions focusing on the object of one's action. /gin-/ expresses completed action and /gina-/ expresses durative action.

2. Sentence patterns:

(a)

Vb	Act	Obj		
	Pron3	ang	N	
Gin'anu	mu	ang	papel?	'What did you do with the paper?'
Ginbakal	ku	ang	sapatus.	'I bought the shoes.'
Gindala	nila	ang	lamesa.	'They carried the table.'

(b)

Obj	NomVb		Act	
N/IP	ang	Vb	Pron3	
Anu	ang	ginbakal	nila?	'What did they buy?'
Kalu'	ang	ginbakal	ku.	'I bought a hat.'

E. VOCABULARY LIST

blouse, top	blósa
cloth	téla
handkerchief	panyu'
hat	kálu'
inspecting, looking at	/gina/bilíd
items for sale	balígya'
long pants	de lárgo
(am) looking for	/gina/pangíta'
pre-verb	gin'anú
(was) returned	/gin/'úli'
shelf	estánte
shirt (men)	kamisadéntro
skirt	fálda
slipper	tsinélas
sock, stocking	médyas
store, small street corner store	tyanggi
tie, necktie	kurbáta
(am) trying on	/gina/tiláw

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Question and Answer Drill.

   Aside from asking questions, the teacher cues the answers also. Students respond in the pattern being drilled, making complete sentence constructions.

2. Students go over Supplementary Vocabulary List 13, Women's Clothes; and Supplementary Vocabulary List 14, Men's Clothing Items.

3. Suggested Role-playing Situations.

   (a) Set up a grocery store in the classroom and have the students act as vendors and customers.

   (b) Three PCV's go to town to buy new clothes.

LESSON SEVENTEEN

Cooking

A. STRUCTURAL CONTENT

/-un/ or /-hun/ VR + Pron3

Markers: ni, sang, nanday

B. MICRO-DIALOGUE

M1:	Anu ang lutu'un ni Maria?	What will Maria cook?
	Anu ang lutu'un sang kusinero?	What will the cook cook?
M2:	Sud'an ang lutu'un ni Maria.	Maria will cook the meat dish.
	Lutu'un sang kusinero ang sud'an.	The cook will cook the meat dish.
M1:	Anu ang lutu'un ni Maria?	
	Sud'an ang lutu'un ni Maria.	
M2:	Anu ang lutu'un sang kusinero?	
	Lutu'un sang kusinero ang sud'an.	

C. DRILLS

1. Repetition Question and Answer Drill.

	Cue
Anu ang kuha'un mu?	
Lapis ang kuha'un ku.	lapis
Anu ang pangayu'un ni Carlos?	papel
Anu ang baklun ni Mildred?	sapatus
Anu ang imnun ni Camilo?	serbesa
Anu ang dal'un nanday Hector?	ilimnun
Anu ang ka'unun mu?	manuk
Anu ang tahi'un ku?	bayu'
Anu ang sulatun nila?	sulat
Anu ang tudlu'un sang manga PCV?	Math
Anu ang hulamun sang bata?	libro
Anu ang tamnun sang estudyante?	lubi

2. Expansion Drill. Connect the cues to the original sentence:

Ka'unun nya.	Cue
Ka'unun nya ang dulsi.	ang dulsi
Ka'unun nya ang dulsi sa lata.	sa lata
Ka'unun nya kag ni Alfonso ang dulsi sa lata.	kag ni Alfonso
Dal'un sang bata.	
Dal'un sang bata' ang baskit.	ang baskit
Dal'un sang bata' ang manga baskit.	manga
Dal'un sang bata' ang manga baskit sang prutas.	sang prutas
Dal'un sang bata' ang manga baskit sang prutas sa balay.	sa balay
Dal'un sang bata' ang manga baskit sang prutas sa balay nila.	nila

3. Completion Drill. Complete the utterance. The student makes his own sentence patterned after the cue sentence, changing the aspect as cued:

Ginlutu' na nila ang adobo?	
Wala' pa. Ginalutu' pa nila.	durative
Wala pa. Lutu'un pa nila.	proposed
Ginhulam na ni Marcia ang libro?	durative
	proposed
Ginka'un na nila ang 'cake'?	durative
	proposed
Gintanum na nila ang palay?	durative
	proposed
Gindala na nila ang kahon?	durative
	proposed
Ginhatag na ninyu ang manga lapis?	durative
	proposed
Ginplantsa na sang mutsatsa ang bayu'?	durative
	proposed

D. GRAMMATICAL EXPLANATION

1. /-un/ expresses proposed action for goal focus constructions.

2. Sentence patterns:

(a)	Obj (topic)		*Act		
	N/IP	ang Vb	Pron3	PerName	N
(1)	Anu	ang lutu'un	mu?		
(2)	Anu	ang baklun		ni Maria?	
(3)	Anu	ang dal'un			sang bata'?
(4)	Adobo	ang lutu'un	ku.		
(5)	Libro	ang baklun		nanday Jose.	
(6)	Libro	ang dal'un			sang bata'.

(1) 'What will you cook?'
(2) 'What will Maria buy?'
(3) 'What will the child bring?'
(4) 'I will cook adobo.'
(5) 'Jose (and others) will buy books.'
(6) 'The child will bring a book.'

(b)	Vb	*Act			Obj (topic)	
		Pron3	PerName	N	ang	N
(1)	Dal'un	mu			ang	libro?
(2)	Dal'un		ni Jose		ang	libro.
(3)	Kuha'un			sang tawu	ang	libro.

(1) 'Are you going to bring the book?'
(2) 'Jose will bring the book.'
(3) 'The man will get the book.'

(a) and (b) *Act

Pron3	PerName	N
nila		
natun		
	ni Cora	
	ni Fina	
		sang doktor
		sang ma'estro

3. Ni marks singular non-focused personal names. Nanday marks plural non-focused personal names.

E. VOCABULARY LIST

(will) ask for	pangayú'/un/
basket	báskit
beer	serbésa
box, carton	kahún
child	báta'
(was) given	/gin/hátag
letter	sulát
maid, girl servant	mutsátsa
(will) plant	támn/un/
(was) pressed, ironed	/gin/plántsa
rice plant	pálay
(will) sew	tahi'/ún/
tin can	láta
(will) use	gamít/un/
viand	súd'an

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Expansion Drill.

The cue sentence is made longer or expanded with the addition of cues given. The teacher gives the cue words or phrases and the students add these on to the cue sentence putting them in the right slots.

2. Completion Drill.

The students are divided into two groups. One group gives the durative aspect responses while the other group gives the proposed aspect responses. The teacher asks the questions and cues the aspect of responses.

3. Suggested Role-playing Situations.

   (a) A young man invites a lady for a snack.

   (b) A couple take their coffee break at the school cafeteria.

4. Students go over Supplementary Vocabulary List 5, List of Common /gin-/ Verbs.

LESSON EIGHTEEN

Miscellaneous

A. STRUCTURAL CONTENT

PV + /mag-/ VR
/-un/

B. DICRO-DIALOGUE

M1:	Anu ang gusto mu buhatun?	What do you want to do?
M2:	Gusto ku imnun ang tubi'.	I want to drink the water.
	Gusto ku mag'inum sang tubi'.	I would like to drink some water.
C1:	Anu ang gusto mu buhatun? Gusto ku imnun ang tubi'.	
C2:	Anu ang gusto mu buhatun? Gusto ku mag'inum sang tubi'.	

C. DRILLS

1. Repetition Drill.

Gusto ku imnun ang serbesa.	I want to drink the beer.
Gusto ku lutu'un ang adobo.	I want to cook the adobo.
Gusto ku husayun ang problema.	I want to solve the problem.
Gusto ku basahun ang peryodiko.	I want to read the newspaper.
Gusto ku dal'un ang libro.	I want to bring the book.

2. Fixed Substitution Drill.

Gusto ni Kulas sa'utun ang Tinikling.
bugaloo

twist
soul
jerk

Gusto nya basahun ang peryodiko.
istorya
libro
sulat

Gusto ku magtudlu' sa Pilipinas.
eskwelahan
kwarto
Pepeekeo
Detroit

3. Transformation Drill. The student changes the statements to questions:

Gusto ku imnun ang tubi'.
Anu ang gusto mu imnun?

Gusto ku husayun ang problema.
Gusto nya baklun ang manga medyas.
Gusto mu basahun ang magasin.
Gusto ku lu'tu'un ang utan.
Gusto nya kan'un ang mansanas.
Gusto mu kuha'un ang siya.
Gusto nya sa'utun ang 'soul'.
Gusto mu dal'un ang libro.

4. Deletion Drill. Delete from the cue sentence the words listed:

Gusto ku kan'un ang tinapay, sorbete, kag 'cake'.	
Gusto ku kan'un ang tinapay kag 'cake'.	sorbete
Gusto ku kan'un ang tinapay.	kag 'cake'
Luyag nila magtanum sang kamatis, kamuti, kag mais sa hardin.	
Luyag nila magtanum sang kamuti kag mais sa hardin.	kamatis
Luyag nila magtanum sang kamuti kag ma'is.	sa hardin
Luyag nila magtanum sang ma'is.	kamuti kag
Luyag nila magtanum.	sang ma'is.

Kinahanglan natum kalamay, asin, kag gatas subung.	
Kinahanglan natun kalamay kag gatas subung.	asin
Kinahanglan natun kalamay kag gatas.	subung
Kinahanglan natun kalamay.	kag gatas.

D. GRAMMATICAL EXPLANATION

1. /-un/ and /mag-/ are infinitive verbal affixes.

2. Sentence patterns:

(a)	PV	Act			Vb	Obj (topic)
		Pron3	PerName	N	/-un/	ang N
(1)	Gusto	ku			imnun	ang tubig.
(2)	Gusto		ni Cora		imnun	ang tubig.
(3)	Luyag			sang bata'	imnun	ang tubig.

(1) 'I would like to drink water.'
(2) 'Cora would like to drink water.'
(3) 'The child would like to drink water.'

(b)	PV	Act			Vb	Obj (topic)
		Pron3	PerName	N	/mag-/	sang N
(1)	Gusto	ku			magkuha'	sang papel.
(2)	Gusto		ni Amy		magkuha'	sang papel.
(3)	Luyag			sang tawu	magkuha'	sang papel.

(1) 'I would like to get some paper.'
(2) 'Amy would like to get some paper.'
(3) 'The man would like to get some paper.'

E. VOCABULARY LIST

bread	tinápay
corn	ma'ís
garden	hardín

(will) make, do	buhát/un/
native custard	leche flán
newspaper	peryódiko
problem	probléma
(will) solve	husáy/un/
story, conversation	istórya
tomato	kamátis
yam, sweet potato	kamúti

F. CUMULATIVE DIALOGUE

A1: Nay, ari si Fe, kuha'un nya ang bayu' nya. Tapus na?

B1: Hu'u, ara' sa lamesa.

A2: Fe, dal'un mu ini kay Nanay mu, ha. 'Cake', ini. Ginlutu' ku ka'ina.

C1: Salamat gid. Gusto ni Nanay sang 'cake'. Tudlu'an mu man aku maglutu' sa Dominggo.

A3: Sigi. Kadtu lang di sa balay.

C2: Sigi. Dal'un ku ang manga kinahanglan natun. Anu ang manga kinahanglan natun? Gusto ku maglutu' sang 'chiffon cake'.

A4: Ti', magdala ka sang itlug, harina, 'baking powder', kag gatas. Bahala' na aku sa iban.

C3: O, sigi. Salamat liwat.

G. VOCABULARY LIST

be responsible for	bahála'
egg	ítlug
finished	tapús
flour	harína
here	di
others	ibán
Sunday	Domínggo
there	ára'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Transformation Drill. Have students change the

statements into questions.

2. Deletion Drill. The deletion drill starts with a long sentence given by the teacher. The students delete the part cued and end up with a shorter sentence.

3. Suggested Role-playing Situations.

   (a) A young lady refuses an invitation to go swimming, but suggests a movie date instead.

   (b) An invitation to a fiesta in a certain barrio is extended to a PCV.

LESSON NINETEEN

The Hospital

A. STRUCTURAL CONTENT

Negation of /mag-/ and /-un/ statements

B. MICRO-DIALOGUES

1.

M1:	Gusto mu tawgun ang doktor?	Do you want to call the doctor?
M2:	Hu'u, gusto ku tawgun ang doktor.	Yes, I want to call the doctor.
	Indi', indi' ku gusto tawgun ang doktor.	No, I don't want to call the doctor.
C1:	Gusto mu tawgun ang doktor?	
	Hu'u gusto ku tawgun ang doktor.	
C2:	Gusto mu tawgun ang doktor?	
	Indi', indi' ku gusto tawgun ang doktor.	

2.

M1:	Gusto mu magtawag sang doktor?	Would you like to call a doctor?
M2:	Hu'u.	Yes.
	Indi'.	No.

C. DRILLS

1. Fixed Substitution Drill.

Indi' ku gusto magka'un sang 'cake'.	I don't want to eat cake.
dulsi	candy
kan'un	rice
ubas	grape
peras	pear

Gusto ku magkuha' sang 'temperature'.	I would like to get the temperature (reading).
bulung	medicine
tabletas	tablets
ineksyun	injection
dagum	needle

2. Transformation Drill. Convert the statements in the preceding substitution drill into questions:

Indi' ku gusto magka'un sang ubas.
Anu ang indi' mu gusto kan'un?

3. Expansion Drill. The student adds the cues to the cue sentence.

	Cue
Gusto ni Nonoy.	
Gusto ni Nonoy magtawag.	magtawag
Gusto ni Nonoy magtawag sang nars.	sang nars
Gusto ni Nonoy magtawag sang nars kag doktor.	kag doktor
Gusto ni Nonoy magtawag sang nars kag doktor sa kwarto.	sa kwarto
Gusto ni Nonoy magtawag sang nars kag doktor sa kwarto sang ospital.	sang ospital
Indi' luyag sang lalaki.	
Indi' luyag sang lalaki magbisita.	magbisita
Indi' luyag sang lalaki magbisita sa ospital.	sa ospital
Indi' luyag sang lalaki magbisita sa ospital sa syudad.	sa syudad
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod.	sang Bacolod
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod bwas.	bwas
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod bwas sa hapun.	sa hapun

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a)	Adv	Act			PV	Vb /-un/	Obj (topic)	
		Pron3	*PerName	N			ang	N
(1)	Indi'	ku			gusto	tawgun	ang	doktor.
(2)	Indi'		nanday Vida		luyag	kuha'un	ang	lamesa.

(1) 'I don't want to call the doctor.'
(2) 'Vida (and others) do not want to get the table.'

(b)	Adv	Act			PV	Vb /mag-/	*Obj
		Pron3	*Per Name	N			
(1)	Indi'			sang amay	luyag	magtan'aw	
(2)	Indi'		ni Lito		gusto	magtu'un	

	*Obj
sang	N
(1) sang	sini.
(2) sang	Hiligaynon.

(1) 'The father does not want to go to a movie.'
(2) 'Lito does not want to study Hiligaynon.'

ni	*PerName nanday	PerName
ni		Carmen
ni		Ginny
	nanday	Fina kag Miguel
	nanday	Elena kag Lulu

E. VOCABULARY LIST

candy	dúlsi
city	syudád
endearment term for young boys	Nónoy
grape	úbas
hospital	ospitál
injection	ineksyón
man, male person	laláki
medicine	bulúng
needle	dágum
nine	nwébe
pear	péras
tablets	tablétas
(to) visit	/mag/bisíta

F. CUMULATIVE DIALOGUE

A1: Sin'u ang gusto mu nga 'singer'.

B1: Ang grupu ni Peter, Paul kag Mary. Kag ikaw? Gusto mu sila?

A2: Indi', indi' ku gusto ang manga kanta nila. Gusto ku magpamati' sa manga kanta sang '5th Dimension'.

B2: Gusto ku man sila. Ginbakal ku kahapun ang plaka nila.

A3: Mahimu pamati'an subung?

B3: Indi' mahimu subung. Kadtu'un ku pa si Benjamin. Bwas nalang.

G. VOCABULARY LIST

group	grúpu
(to) listen	/mag/památi'
nine	nwébe
(particle)	naláng
phonograph record	pláka

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Students go over Supplementary Vocabulary List 16, Trees and Flowers; and Supplementary Vocab-

ulary List 17, Places.

2. Suggested Role-playing Situations.

   (a) A PCV inquires at the reception desk for a friend he wants to visit in the hospital.

   (b) A doctor and a nurse confer on the condition of a patient.

   (c) A PCV malaria worker is confined in the hospital for fever and symptoms of malaria.

3. Assign Written Exercise 4 from the supplementary materials as homework.

UNIT V

Actor Focus

LESSON 20: Questions

LESSON 21: Miscellaneous

LESSON 22: Travel

LESSON 23: Travel

UNIT V

Actor Focus

The sentence pattern of Hiligaynon which comes nearest to the English sentence construction is the actor focus pattern. As the term implies, the topic is the actor. It has the simplest form and admits of the fewest root changes and reductions. The focused part of the sentence, then, carries the focus marker *ang* or *si*, or is represented by the nominal set of pronouns.

Ang *ma'estro* *nag*kadto sa eskwelahan.	'The teacher went to school.'
Si *Mr. Marquez* *nag*kadto sa eskwelahan.	'Mr. Marquez went to school.'
*Nag*kadto *sya* sa eskwelahan.	'He went to school.'

Verbal affixes for this focus are:

Completed action: /nag-/
Durative action: /naga-/
Proposed action: /ma-/

LESSON TWENTY

Questions

A. STRUCTURAL CONTENT

San'u.../ma-/ Vb...? Sa...
Sang...

Ma'anu...?/ma-/ Vb...

Nag'anu...?/nag-/ Vb...

B. MICRO-DIALOGUES

1.		
M1:	Ma'anu ka?	What will you do?
M2:	Maka'un aku.	I will eat.
	Mahampang aku.	I will play.
C1:	Ma'anu ka?	
	Maka'un aku.	
C2:	Ma'anu ka?	
	Mahampang aku.	
2.		
M1:	Nag'anu ka?	What did you do?
	Nag'anu sya?	What did he/she do?
M2:	Nagka'un aku.	I ate.
	Nagtudlu' sya sang English.	He taught English.
C1:	Nag'anu ka?	
	Nagka'un aku.	
C2:	Nag'anu sya?	
	Nagtudlu' sya sang English.	
3.		
M1:	San'u ka makadtu sa eskwelahan?	When will you go to school?
	San'u ka nagkadtu sa eskwelahan?	When did you go to school?

M2: Karun sa alas syete.	Later at seven o'clock.
Kaina sang alas seys.	Earlier at six o'clock.

C1: San'u ka makadtu sa eskwelahan?
Karun sa alas syete.

C2: San'u ka nagkadtu sa eskwelahan?
Ka'ina sang alas seys.

C. DRILLS

1. Repetition Drill.

San'u ka masulat?	When will you write?
Karun sa gab'i.	Tonight.
San'u ka masimba?	When will you go to church?
Bwas sa aga.	Tomorrow morning.
San'u ikaw makanta?	When will you sing?
Karun sa hapun.	Later this afternoon.
San'u si Ana mabakal sang bayu'.	When will Ana buy a dress?
Bwas sa udtu.	Tomorrow at noon.
San'u si Jaime matulug?	When will Jaime go to sleep?
Karun dayun.	Right now.
San'u si Thelma maligu'?	When will Thelma take a bath?
Bwas sa ka'agahun.	Early tomorrow morning.

San'u sya naglakat sa Hilo?	When did he go to Hilo?
Ka'ina sang alas kwatro.	Earlier (this afternoon) at four.
San'u si Carmen nagsimba?	When did Carmen go to church?
Kahapun.	Yesterday.
San'u nag'upud si Jaime sa baryu?	When did Jaime go (with them) to the barrio?
Sang Lunes.	Last Monday.
San'u nagsakay si Cielito sa eroplano?	When did Cielito take the plane?
Sang nagligad nga semana.	Last week.

Mabantay aku sang bus.	I will watch for the bus.
Mahibi' si Nena.	Nena will cry.
Madiskurso ang Presidente.	The President will speak.
Mapa'uli' ang trainee sa 'mainland'.	The trainee will go back to the mainland.

Nagbantay aku sang bus.	I watched for the bus.
Naghibi' si Nena.	Nena cried.
Nagdiskurso ang Presidente.	The President spoke.
Nagpa'uli' ang trainee sa 'mainland'.	The trainee went back to the mainland.

2. Completion Drill. The student constructs his sentences changing the verbs in the statements as cued, and the topic in the questions also as cued:

Ma'anu ka?	Maka'un aku.
aku	sulat
si Roberto	kanta
si Juan	hampang
Gregorio	tanum
si Nina	lakat
si Teresa	upud
ang bata'	pungku'

3. Transformation Drill. The student changes the affixes:

Maka'un aku.	Nagka'un aku.

Mahampang ikaw.
Matanum sya.
Mahibi' si Nena.
Maupud si Graciana.
Mapungku' ang ma'estra.
Madiskurso ang Presidente.

4. Completion of Affixes. The student puts in the blanks the correct aspect affix. The choice is between /nag-/ and /ma-/:

___tanum sya kahapun.
___bakal aku ka'ina.
___tudlu ikaw bwas.
___sulat si Manuel karun sa gab'i.

___sakay ang lalaki sa bus karun.
___bulig ang estudyante kahapun.
___pa'uli ang trainee sa dormitoryo sa alas tres.

5. Completion Drill. The student supplies the appropriate time particles for the utterances given below:

Nagka'un si Maria______________________.
Mapa'uli ang tawu______________________.
Nagbantay aku__________________________.
Naghulat sya sang bus__________________.
Naghulam ikaw sang libro_______________.
Matulug si Corazon_____________________.
Nagtudlu ang ma'estra sa klase__________.

D. GRAMMATICAL EXPLANATION

1. Actor focus constructions have the ang preceding the doer of the action. /ma-/ expresses proposed action. It is the short form of /maga-/. /nag-/ indicates that the action is completed.

2. Sentence patterns:

(a)

	Vb	*Act			Obj	
	/nag-//naga-/ /ma-//nag-/ /naga-//ma-/	Pronl	PerName	N	sang	N
(1)	Mabakal	aku			sang	sapatus.
(2)	Matu'un	sila			sang	Hiligaynon.

(1) 'I will buy a pair of shoes.'
(2) 'They will study Hiligaynon.'

(b)

	Vb	*Act			Obj	
		Pronl	PerName	N	sa	N
(1)	Malakat	kami			sa	Hilo.
(2)	Masakay	sila			sa	bus.
(3)	Malingkud			ang bata'	sa	siya.

(1) 'We will go to Hilo.'
(2) 'They will ride the bus.'
(3) 'The child will sit on the chair.'

(c)

	Vb				
		Pronl	PerName	N	Adv
(1)	Masimba		si Maria		bwas.
(2)	Nagdiskurso			ang Presidente	kag'ina.
(3)	Nag'upud	sya			kaga'i.

(1) 'Maria will go to church tomorrow.'
(2) 'The President spoke earlier.'
(3) 'He/she went with (the group) last night.'

(a), (b) and (c) *Act

Pronl	PerName	N
	si PerName	ang N
ikaw		
kamu		
	si Jose	
	si Elsa	
		ang sekretarya
		ang pintor

E. MORE DRILLS (from Zorc, and Hilado, Advanced Drills in Hiligaynon)

San'u ka nag'abut diri sa Iloilo?	Sang Lunes.
	Martes
	Myerkoles
	Hwebes
	Byernes
	Sabado
	Dominggo
Anung oras ka nagkadtu sa sini?	Sang ala una.
	ala una y medya
	alas dos
	alas tres
	alas singko
	alas syete
	alas nwebe
San'u ka mapa'uli' sa 'States'?	Sa Mayo.
	Hunyo
	Hulyo
	Agosto
	Septyembre
	Nobyembre
	Desyembre
San'u ka nagpa'uli' sa 'States' halin sa 'Europe'?	Sang mil nwebe syentos singkwenta y otso.
	1959
	1960
	1961
	1962
	1963
Anung oras ka malakat sa baryo?	Sa alas seys.
	alas syete
	alas otso
	alas nwebe
	alas dyes

F. VOCABULARY LIST

airplane	eropláno
August	Agósto
bus	bús
coming from	halín
(will) cry	/ma/hibí'
dawn, early morning	ka'agánhun

dormitory	dormitóryo
fifty	singkwénta
four	kwátro
Friday	Byérnes
(will)go home	/ma/pa'úli'
(will) go along	/ma/'upúd
(will) go to church	/ma/símba
hundred	syéntos
later	karún
Monday	Lúnes
pass, last, passed	/nag/lígad
proverb	nag'anú
(will) ride	/ma/sakáy
Saturday	Sabadó
(will) speak, give a speech	/ma/diskúrso
(will) take a bath	/ma/lígu', lígus
thousand	míl
Thursday	Hwébes
Tuesday	Mártes
(will) watch	/ma/bántay
Wednesday	Myerkolés
week	semána
yesterday	kahápun

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Students go over Supplementary Vocabulary List 18, Fruits; and Supplementary Vocabulary List 19, Time Particles.

2. Hold a five minute drill on identification of food items. Use pictures to cue responses.

3. Suggested Role-playing Situations.

   (a) Ask for the time of day, date, and day of the week for a party you have been invited to.

   (b) Set up an interviewer and interviewee situation between an employer and employee for a teaching job.

   (c) Give a brief autobiography.

LESSON TWENTY-ONE

Miscellaneous

A. STRUCTURAL CONTENT

/naga-/ VR...(Verb Root)
/ga-/ VR...
sa versus sang

B. MICRO-DIALOGUES

1.

M1:	Naga'anu kamu?	What are you (plural) doing?
	Naga'anu sila?	What are they doing?
M2:	Nagatanum kami sang kamatis.	We are planting tomatoes.
	Nagatanum.	Planting.
C1:	Naga'anu kamu? Nagatanum kami sang kamatis.	
C2:	Naga'anu sila? Nagatanum.	

2.

N1:	Naga'anu si Manuel?	What is Manuel doing?
M2:	Nagahambal sya sa telepono.	He is talking on the telephone.
	Nagasakay sya sa awtu.	He is riding in the car.
C1:	Naga'anu si Manuel? Nagahambal sya sa telepono.	
C2:	Naga'anu si Manuel? Nagasakay sya sa awtu.	

3.

M1:	Ga'anu kita?	What are we doing?
M2:	Gahampang kita sang 'basketball'.	We are playing basketball.

Cl: Ga'anu kita?
Gahampang kita sang 'basketball'.

C. DRILLS

1. Completion Drill. Supply sa or sang in the blanks:

Nagadala ang tawu____ prutas.	The man is carrying fruit.
Nagaka'un sya ____ balay.	He is eating in the house.
Nagabakal si Maria ____ ma'is.	Maria is buying corn.
Nagatubu' ang tanum ____ duta'.	The plant is growing in the soil.
Nagaka'un aku ____ abokado.	I am eating avocado.
Nagakuha' sila ____ kamuti.	They are gathering kamoti.
Nagasaka' sya ____ kahuy.	He is climbing a tree.
Gadala ang lalaki ____ libro.	The man is carrying a book.
Gaka'un ang babayi ____ 'restaurant'.	The lady is eating in a restaurant.
Galanguy sila ____ dagat.	They are swimming in the sea.
Gatan'aw kami ____ telebisyon.	We are looking at television.
Gapamati' kamu ____ radyo.	You are listening to the radio.
Gakadto si Noel kag si Jose ____ Hilo.	Noel and Jose are going to Hilo.

2. Movable Substitution Drill.

Nagatanum si Marlena sang kamuti sa hardin.
______________ Claro ________________________.
____________________________ humay __________.
____________________________ mais ___________.
_______ kuha' ______________________________.
______________ Florencia ____________________.
______________________________________ lamesa.
______________________________________ kahun.

3. Transformation Drill. Change the short form /ga-/ to /naga-/; then change /naga-/ to /nag-/ and /ma-/.

Gatahi' sya sang bayu'.	She is sewing a dress.
Gabakal sya sang kapayas.	She is buying a papaya.
Gapamati sila sang diskurso.	They are listening to the speech.
Gasulat sya sa Pilipinas.	She is writing to someone in the Philippines.
Gadala kami sang manga kwaderno.	We are bringing some notebooks.
Gasakay kamu sa trak.	You are riding on a truck.
Ga'obra aku sang kalu'.	I am making a hat.
Gatawag ikaw sa telepono.	You are calling on the telephone.

4. Expansion Drill.

	Cue
Ga'inum si Sara.	Coca-cola
	sa balay
Nagakanta si Doming.	
	kag si Arturo
	sang 'Ay, ay kalisud'
	sa programa
	sa buluthu'an
	subung

5. Fixed Substitution Drill.

Nagapa'uli' sila subung.	They are going home now.
kadtu	going
baligya'	selling
tu'un	studying
tudlu'	teaching
hambal	speaking
basa	reading
sulat	writing
ilis	changing

D. GRAMMATICAL EXPLANATION

1. /naga-/ is an actor focus verbal prefix which marks actions in progress, and is thus durative. It can be equated to both the present and the present progressive forms in English.

2. /ga-/ is the short form of /naga-/.

3. /sa/ is used to introduce locational phrases, /sang/ introduces other non-focus phrases.

E. VOCABULARY LIST

avocado	abokádo
call(ing)	/naga/tawág
car, automobile	áwto
climb(ing)	/naga/sáka'
everyday	ádlaw'ádlaw
grow(ing)	/naga/túbu'
land, soil	dúta'
materials, devices	materyáles
make(ing)	/naga/'óbra
man, person	táwu
papaya	kapáyas
pay	báyad
program	prográma
rice plant	humáy
sea, ocean	dágat
telephone	teleponó
television	telebísyon
tree	káhuy
truck	trák
wait(ing)	/naga/hulát
woman, female	babáyi

F. CUMULATIVE DIALOGUE

A1: Greg, mamati kita sa diskurso ni Humphrey sa radyo.
B1: Makadtu nalang kita sa balay ni Caridad kag matan'aw sang 'football' sa telebisyon.

A2: Ikaw gid Greg, indi' ka gid ma'ayu nga Amerikano. Sin'u abi ang mada'ug sa eleksyon?

B2: Ambut lang. Gusto ku si McCarthy. Parehu kami. Indi' namun gusto ang gera sa Vietnam.

A3: A, 'Democrat' ka gali. 'Republican' aku. Gusto ku si Rockefeller mada'ug.

B3: Nagbutu ka na?

A4: Hu'u, atung isa pa ka tuig. Kag ikaw?

B4: Hu'u, eh. Beynte y singko anyos na aku.

G. VOCABULARY LIST

election	eleksyón
I don't know.	Ambút.
one	isá
(particles)	ábi, á, ká, éh.
same	parého
vote(d)	/nag/bóto
war	géra
(will) win	/ma/da'úg
year	tú'ig, ányos

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Drill thoroughly on the use of sa and sang as time indicators. Add your own entries to the drills if possible. This is one basic grammatical point which has to be mastered by the students.

2. Suggested Role-playing Situations.

   (a) Discuss election results.

   (b) Describe the kind of work you do.

3. Do Written Exercise 5 from the supplementary materials in class for five minutes.

LESSON TWENTY-TWO

Travel

A. STRUCTURAL CONTENT

/naga-/ VR + NP? Wala'...

/nag-/ Hu'u...

B. MICRO-DIALOGUES

1.		
M1:	Nagabyahe si Maria?	Is Maria taking a trip?
	Gasakay ang pasahero sa bus?	Is the passenger riding on the bus?
M2:	Hu'u nagabyahe si Maria.	Yes, Maria is taking a trip.
	Wala'.	No.
C1:	Nagabyahe si Maria?	
	Hu'u nagabyahe si Maria.	
C2:	Gasakay ang pasahero sa bus?	
	Wala'.	
2.		
M1:	Nagkadtu sila?	Did they go?
	Nag'upud ang bata' sa banwa kahapun?	Did the child go with them yesterday?
M2:	Hu'u.	Yes.
	Wa'ay nag'upud ang bata'.	No, the child did not go.
C1:	Nagkadtu sila?	
	Hu'u.	
C2:	Nag'upud ang bata' sa banwa kahapun?	
	Wa'ay nag'upud ang bata'.	

C. DRILLS

1. Repetition Drill.

Nagabakasyun sya subung?	Is she on vacation now?
Wala'.	No.
Nagatu'un ang manga estudyante?	Are the students studying?
Wala'.	No.
Nagatudlu' ang PCV sang Math?	Is the PCV teaching Math?
Wala'.	No.
Nagahimus sya sang karga?	Is he putting away pieces of baggage?
Wala'.	No.

2. Repetition Question and Answer Drill.

(a)	Gabyahe si Carlos bulanbulan?	Does Carlos take a trip every month?
	Hu'u, nagabyahe sya pa-Manila'.	Yes, he goes to Manila.
	Gasakay sila sa eroplano kun kis'a?	Do they ride the plane sometimes?
	Hu'u, gasakay man sila.	Yes, they do (ride).
	Gapamati' kamu sang 'lecture'?	Are you listening to the lecture?
	Hu'u, gapamati' kami.	Yes, we are listening.
	Gapaligu' ka adlawadlaw?	Do you take a bath every day?
	Hu'u, gapaligu' aku.	Yes, I do.
(b)	Nagbakasyun sya sang nagligad nga tu'ig?	Did he take a vacation last year?
	Wa'ay sya nagbakasyun.	No, he did not take a vacation.
	Nagtu'un ang manga estudyante?	Did the students study?
	Wa'ay sila nagtu'un.	They did not study.
	Nagtudlu' ang PCV sang Math?	Did the PCV teach Math?
	Wa'ay sya nagtudlu' sang Math.	He did not teach Math.
	Naghimus ang tawu sang karga?	Did the man put away some bags?
	Wa'ay, wa'ay sya naghimus.	No, he did not.

(c)

Nagbyahe si Carlos sang nagligad nga tu'ig?	Did Carlos take a trip last year?
Hu'u, nagbyahe sya pa-Manila'.	Yes, he went to Manila.
Nagsakay sila sa eroplano kahapun?	Did they take the plane yesterday?
Hu'u, nagsakay sila.	Yes, they did.
Nagpamati' kamu sang 'lecture'?	Did you listen to the lecture?
Hu'u, nagpamati' kami.	Yes, we did.

3. *Question and Answer Drill*. The student gives the affirmative responses first, and then the negative responses to the following questions:

Nagasimba ka adlawadlaw?	Do you go to church every day?
Nagasakay ka sa dyip adlawadlaw?	Do you ride the jeep every day?
Nagatulug ka sa otel kun kis'a?	Do you stay in a hotel sometimes?
Nagahambal ka sa telepono subung?	Are you talking on the phone now?
Nagasulat ka sa pisara subung?	Are you writing on the blackboard now?
Nagbakal ka sang mansanas ka'ina?	Did you buy an apple earlier today?
Naghulam ka sang libro kahapun?	Did you borrow a book yesterday?
Nagtan'aw ka sang sini kagab'i?	Did you see a movie last night?
Nagbakasyun ka sa Baguio?	Did you go to Baguio for a vacation?

D. GRAMMATICAL EXPLANATION

1. *Wala'* and *wa'ay* are dialect variants of 'no, none'.

2. Sentence pattern:

	Adv	Vb		Act		
	Neg	/nag-/	/naga-/	Pronl	PerName	N
(1)	Wala'	nag'upud		aku.		
(2)	Wala'		naga'upud		si Lito.	
(3)	Wala'		nagabyahe			ang estudyante.

(1) 'I did not go along.'
(2) 'Lito is not going along.'
(3) 'The student is not going on a trip.'

E. VOCABULARY LIST

cargo, baggage	kárga
hotel	otél
jeepney	dyíp
last night	kagáb'i
monthly	búlanbúlan
passenger	pasahéro
pro-verb (to go to)	pa-Maníla'
(is) putting away	/naga/hímus
sometimes	kís'a
(is) travelling	/naga/byáhe
(is) vacationing	/naga/bakasyún

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Concentrate on negative responses in drilling. Make sure the students have automatic mastery of usage before the next lesson is introduced.

2. Suggested Role-playing Situations.

   (a) Two PCV's compare their travel experiences enroute to the Philippines.

   (b) Three trainees compare their route from the mainland to Hawaii.

   (c) A student arranges for his trip to Europe through a travel agent.

3. Students go over Supplementary Vocabulary List 20, Means of Transportation.

LESSON TWENTY-THREE

Travel (continued)

A. STRUCTURAL CONTENT

/ma-/ VR + NP? Indi'...
Hu'u...

B. MICRO-DIALOGUES

1.

M1:	Magabyahe si Maria sa sunud nga semana?	Will Maria take a trip next week?
	Masakay ang pasahero sa tren?	Will the passenger take a train?
M2:	Hu'u, magabyahe si Maria.	Yes, Maria will take a trip.
	Indi', indi' sya masakay.	No, he will not.
C1:	Magabyahe si Maria sa sunud nga semana?	
	Hu'u, magabyahe si Maria.	
C2:	Masakay ang pasahero sa tren?	
	Indi', indi' sya masakay.	

2.

M1:	Ma'abut sila sa Dominggo?	Will they arrive on Sunday?
	Nag'abut sila sang Dominggo?	Did they arrive last Sunday?
M2:	Indi' sila ma'abut.	They will not.
	Wala' sila nag'abut.	They did not arrive.
C1:	Ma'abut sila sa Dominggo?	
	Indi' sila ma'abut.	

C2: Nag'abut sila sang Dominggo?
Wala' sila nag'abut.

C. DRILLS

1. Repetition Drill

Maga'upud ka sa amun bwas?	Will you go with us tomorrow?
Indi'.	No.
Magabakasyun sya sa Davao sunud nga bulam?	Will she go to Davao next month?
Indi'.	No.
Matu'un ang manga estudyante?	Will the students study?
Indi'.	No.
Matudlu' ang PCV sang Math sa Lunes?	Will the PCV teach Math on Monday?
Indi'.	No.
Masakay sila sa bapor?	Will they ride in the boat?
Indi'.	No.
Mabyahe si Carlos sa Baguio?	Will Carlos go to Baguio?
Indi'.	No.
Magasakay sila sa eroplano sa Sabado?	Will they take the plane on Saturday?
Hu'u magasakay sila.	Yes, they will.
Magalakat kamu pa-banwa?	Will you go to town?
Hu'u malakat kami.	Yes, we will.
Mamati' sya sang 'lecture'?	Will she listen to the lecture?
Hu'u, mamati' sya.	Yes, she will.

2. Question and Answer Drill. The student gives both affirmative and negative responses to the following questions:

Masimba ka sa Dominggo?	Will you go to church on Sunday?
Nagsimba ka sang Dominggo?	Did you go to church last Sunday?
Ma'upud ka sa Lunes?	Will you go (along) on Monday?
Nag'upud ka sang Lunes?	Did you go (along) last Monday?

Mahambal ka sa telepono karun?	Will you talk on the telephone now?
Naghambal ka sa telepono ka'ina?	Did you talk on the telephone earlier?
Mabakal ka sang bayu' bwas?	Will you buy a dress tomorrow?
Nagbakal ka sang bayu' kahapun?	Did you buy a dress yesterday?
Mata'aw sila sang sini karun sa gab'i?	Will they go to a movie tonight?
Nagtan'aw sila sang sini kagab'i?	Did they go to a movie last night?

3. Transformation Drill. Make these affirmative statements into negative.

Makanta si Carlos.	Indi' makanta si Carlos.

Mabasa ang estudyante.
Mahambal ang Mayor.
Mahulat si Vida.
Mamakinilya si Elsa.
Mamati' ang bata'.
Malupad ang pispis.
Makadtu sila sa Maui.
Masakay kami sa tren.
Mabyahe si Senen sa Yuropa.
Mahalin kami sa Amerika.

4. Fixed Substitution Drill

Nagasimba sila adlawadlaw.	They go to church every day.
inum	drink
ka'un	eat
sakay	ride
lutu'	cook
hulat	wait
obra	work
languy	swim

Naglakat sila kahapun.	They left yesterday.
kadtu	went
hambal	spoke
hampang	played
sugilanun	told stories, conversed
panyaga	ate lunch

harana	serenaded
umpisa	star
laba	washed clothes

Ma*kadtu* sila bwas.	They will *go* tomorrow.
baligya'	sell
bayad	pay
sakay	ride
pa'uli'	go home
tu'un	study
basa	read
paligu'	take a bath

5. *Transformation Drill*. Make these affirmative statements into negative constructions:

Nagakanta si Carlos.	Wa'ay gakanta si Carlos.

Nagabasa ang estudyante.
Nagahambal ang Mayor.
Nagahulat si Vida.
Nagamakinilya si Elsa.
Nagapamati' ang manga bata'.
Nagalupad ang pispis.

Nagkadtu sila sa Honolulu.
Nagsakay kami sa tren.
Nagbyahe sya sa Yuropa.
Naghalin kami sa Amerika.
Nagpa'uli' aku sa Pilipinas.

D. GRAMMATICAL EXPLANATION

1. *Mamati'* is *mang-* + *pamati* and is the result of a morphophonemic change. Morphophonemic change is the alteration in the sound-shape of morphemes, usually conditioned by surrounding sounds or morphemes. Morphophonemics can occur at word or morpheme boundaries. In *mamati'*, the root *pamati'* 'to listen' was affixed with /*mang*-/. The bilabial stop *p* changes to *m* in this environment. This phenomenon is called assimilation,

i.e., 'when two phonemes acquire common characteristics, or become identical.'[2] Morphophonemic change is common in Philippine languages. P and b become m, l becomes r, t becomes n, etc. conditioned by the shape of the morpheme affixed to the root.

2. Sentence patterns:

(a)

	Vb	Act			*Adv
		Pronl	PerName	N	
(1)	Magabyahe	aku			sa Dominggo.
(2)	Malakat		si Juan		sa alas tres.
(3)	Nagbyahe			ang lalaki	sang Lunes.

(1) 'I will take a trip on Sunday.'
(2) 'Juan will go at 3:00.'
(3) 'The man went on a trip last Monday.'

(b)

	Vb				Act		
	/nag-/	/naga-/	/ma-/	/maga-/	Pronl	PerName	N
(1)	Nagsulat				aku.		
(2)		Nagasulat				si Juan.	
(3)			Masulat				ang bata'.
(4)				Magasulat	kami.		

(1) 'I wrote.'
(2) 'Juan is writing.'
(3) 'The child will write.'
(4) 'We will write.'

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[2] Mario Pei, *Glossary of Linguistic Terminology*, Garden City, New York: Doubleday and Co. 1966. p.22.

(c) *Adv

	TM	(Adv)	(nga)	time	day	week	month	year
(1)	sa	sunud	nga					tu'ig
(2)	sa				Martes			
(3)	sang				Martes			
(4)	sang						Abril	

(1) 'next year'
(2) 'on Tuesday'
(3) 'last Tuesday'
(4) 'last April'

E. VOCABULARY LIST

(will) arrive	/ma/'abút
boat, ship	bapór
Europe	Yurópa
(will) fly	/ma/lupád
start, begin	umpisá
story	sugilánun
ticket	tíkit

F. CUMULATIVE DIALOGUE--At a Bus Station

A: Di'in ka makadtu, Jose? Daw sa mabakasyun ka haw?

B: Hu'u, mabakasyun aku sa Baguio. Ginhatagan aku sang tatlu ka semana nga bakasyun sang 'boss' ku.

A: Ma'ayu ka pa. Tani' masakay man aku pakadtu sa Manila', apan wala' aku sang tyempo subung. Matugnaw siguro sa Baguio subung no?

B: Tuud. Amu gani nagdala aku sang 'sweater'.

A: Hu'u maayu gid nga magdala ka. Abaw ginagutum na aku. Wala' aku nagka'un ka'ina. Maka'un 'ta anay.

B: Sigi, wala' pa man ang bus.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Drill on the use of indi' and wala' in negative responses. Add your own drills if there is time.

2. Suggested Role-playing Situations.

   (a) Two PCV's discuss their trip to Manila.

   (b) A PCV talks to his co-teacher about a planned workshop for next month.

   (c) A barrio worker answers questions on methods of building a proposed road through one part of the barrio.

   (d) A food production worker talks over plans for building a piggery.

UNIT VI

The Source Pronouns

LESSON 24: The Things We Own

LESSON 25: Whose are They?

LESSON 26: More on Ownership

UNIT VI

Pre-position Source Pronouns

The second set of source pronouns is the pre-position set. This set occurs before the thing possessed in the word order of a construction. Unit III dealt with the post-position source pronouns which occur after things possessed.

Ang akun libro ara' sa lamesa.	'My book is on the table.'
Ang libro nakun ara' sa lamesa.	'My book is on the table.'

This unit introduces the pre-position source pronouns:

akun	'my, mine'
imu	'you, yours (singular)'
iya	'his, hers, her'
atun	'our, ours, (yours, mine, and others)
amun	'our, ours (mine, and others but not yours)'
inyu	'your, yours (plural)'
ila	'their, theirs'

Some particles mark personal or non-personal possessors. The following are personal possessor markers included in this unit.

ni	used before a personal name occurring after the possessed object in the utterance.
nanday	used before two or more personal names occurring after the possessed object in the utterance.
kay	used before a personal name occurring before the thing possessed in the utterance.
kanday	used before two or more personal names occurring before the thing possessed in the construction.

sang	used before personal nouns occurring before or after the thing possessed in the sentence.

Sang functions both as a personal and non-personal possessor marker and also can occur before or after the thing possessed in the construction.

Ina' ang *balay ni Mrs. Reyes*.	'That's the house of Mrs. Reyes.'
Ina' ang *balay nanday Carmen kag Jose*.	'That's the house of Carmen and Jose.'
Ina' ang *balay sang* prinsipal.	'That's the house of the principal.'
Ina' *kay Carmen* nga *balay*.	'That's Carmen's house.'
Ina' *kanday Carmen kag Jose* nga *balay*.	'That's Carmen and Jose's house.'

LESSON TWENTY-FOUR

The Things We Own

A. STRUCTURAL CONTENT

Kay sin'u...? Akun...
imu
iya
kay...

B. MICRO-DIALOGUES

1.		
M1:	Kay sin'u libro ini? Kay sin'u sapatus ini?	Whose book is this? Whose shoes are these?
M2:	Kay Maria libro ini. Kay Maria ini sapatus.	This is Maria's book. These are Maria's shoes.
C1:	Kay sin'u libro ini? Kay Maria libro ini.	
C2:	Kay sin'u sapatus ini? Kay Maria ini sapatus.	
2.		
M1:	Kay sin'u tudlu' ini? Kay sin'u pa'a ina'? Kay sin'u kutsilyo atu?	Whose finger is this? Whose leg is that? Whose knife is that (yonder)?
M2:	Akun libro ini. Imu libro ina'. Iya libro atu.	This is my book. That is your book. That is his book.
C1:	Kay sin'u libro ini? Akun libro ini.	
C2:	Kay sin'u libro ina'? Imu libro ina'.	

C3: Kay sin'u libro atu?
Iya libro atu.

3.

M1: Kay sin'u sipilyo ini?	Whose toothbrush is this?
Kay sin'u habun ini?	Whose soap is this?
Kay sin'u pulbus atu?	Whose powder is that (yonder)?

M2: Akun.	Mine.
Imu.	Yours.
Iya.	His/hers.

C1: Kay sin'u sipilyo ini?
Akun.

C2: Kay sin'u habun ini?
Imu.

C3: Kay sin'u pulbus atu?
Iya.

C. DRILLS

1. Repetition Drill

Kay sin'u ini?	Akun ini. Ini akun. Akun.
Kay sin'u ina'?	Akun ina'. Ina' akun. Akun.
Kay sin'u atu?	Akun atu. Atu akun. Akun.
Kay sin'u ini?	Imu ini. Ini imu. Imu.
Kay sin'u ina'?	Imu ina'. Ina' imu. Imu.
Kay sin'u atu?	Imu atu. Atu imu. Imu.

Kay sin'u ini?	Iya ini. Ini iya. Iya.
Kay sin'u ina'?	Iya ina'. Ina' iya. Iya.
Kay sin'u atu?	Iya atu. Atu iya. Iya.

Kay sin'u ulo ini?	Whose head is this?
Akun ini ulu.	This is my head.
Ulu nakun ini.	This is my head.
Kay sin'u kamut ini?	Whose hand is this?
Imu ina' kamut.	That is your hand.
Kamut nimu ina'.	That is your hand.
Kay sin'u ti'il ina'?	Whose foot is that?
Iya ina' ti'il.	That is his foot.
Ti'il niya ina'.	That is his foot.
Kay sin'u abaga atu?	Whose shoulder is that (yonder)?
Kay Clarita atu abaga.	That (yonder) is Clarita's shoulder.
Kay sin'u li'ug ina'?	Whose neck is that?
Kay Juan li'ug ina'.	That is Juan's neck.

2. Chain Drill. The teacher begins. The students should ask about different items.

(a)
T: Kay sin'u ini papel?

S2: Imu ina' papel.
Kay sin'u ini siya?

S3: Imu ina' siya.
Kay sin'u ini lapis?

S4: Imu ina' lapis.
etc.

(b)
T: Kay sin'u ina' tudlo'?

S1: Akun ini tudlu'.
Kay sin'u ina pa'a?

S2: Akun ini pa'a.
Kay sin'u ini kamut?

S3: Akun ini kamut.
etc.

(c)
T: Kay sin'u ina' kwaderno?

S1: Kay Maria ina' kwaderno.
Kay sin'u ina' libro?

S2: Kay Pedro ina' libro.

S3: Kay sin'u ina' kutsilyo?

S4: Kay Martin ina' kutsilyo.
etc.

3. Movable Substitution Drill

Akun ilung ini.
_____ba'ba'___
Imu___________
___________ina'
_____lawas____
Iya___________
___________atu
Kay Maria_____
_____mata_____
_____buhok____
Kay Sener_____

4. Transformation Drill

Akun ilung ini.   Mata nakun ini.

Akun ilung ini.
Akun ba'ba' ini.
Imu buhuk ina'.
Imu ti'il ina'.
Iya ulu atu.
Iya abaga atu.
Akun li'ug ini.
Akun buhuk ini.
Imu tudlu' ina'.
Iya manga kamut ina'.
Iya manga mata atu.
Iya manga pa'a atu.

D. GRAMMATICAL EXPLANATION

1. Source pronouns function usually as possessors of objects in a construction. The pre-position set occurs before the noun in the construction. The post-position set occurs after the noun of which it is an attribute.

2. Kay marks singular possessor preceding personal names.

3. Sentence patterns:

(a) (IP = Interrogative Pronoun)

	Topic		Comment	
	IP	Pron2	(D)	(N)
(1)	Kay sin'u		ini	libro?
(2)		Akun	ini	libro.
(3)		Iya	ina'.	
(4)		Iya.		

(1) 'Whose book is this?'
(2) 'This is my book.'
(3) 'That is hers.'
(4) 'Hers.'

(b)

	IP	Pron2	(N)	(D)
(1)	Kay sin'u		libro	ini?
(2)		Imu		ina'.

(1) 'Whose book is this?'
(2) 'That's yours.'

E. VOCABULARY LIST

body	láwas
eye	matá
finger	tudlu'
foot	ti'íl
hair	buhók

hand	kamút
head	úlu
his, her, hers, its	íya
knife	kutsílyo
mouth	bába'
my, mine	ákun
neck	lí'ug
nose	ilúng
powder	púlbus
shoulder	abága
soap	habún
thigh	pá'a
toothbrush	sipílyo
your, yours (singular)	ímu

F. CUMULATIVE DIALOGUE

A1: Noel, kay sin'u 'sweater' ini sa imu katre?

B1: Kay Gabriel ina'.

A2: Hulamun ku anay. Nalipatan ku ang akun sa eskwelahan kag matugnaw ang hangin.

B2: Indi' man siguru sya ma'akig. Silingun ku lang sya.

A3: Salamat.

B3: Di'in ka makadtu?

A4: Kay Donaldo. Mahulam aku sang iya libro sa 'Sociology'.

B4: Palihug nalang, ina' nga kwaderno sa lamesa, uli' kay Donaldo. Iya ina'.

A5: Sigi.

G. VOCABULARY LIST

(will be) angry	/ma/ákig
cold	/ma/túgnaw
forgot(ten)	/na/lipat/án/
(will) tell, say	siling/ún/
wind	hángin

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 21, Parts of the Body; and Supplementary Vocabulary List 22, Math Terms.

2. Make a brisk introduction of new vocabulary on parts of the body by pointing to parts or by the use of a big drawing. Always make the students repeat each new vocabulary term at least three times after you have modelled it.

3. To enliven drills or reviews at the end of the day, hold a contest among the students. Divide the class into two groups. Have the students answer by turns, one per team. The first contestant to identify the part pointed to gets a point for his team. The team with the most points wins.

4. Suggested Role-playing Situations.

   (a) A young man visits his doctor for an examination of an aching back and swollen ankle after a fall during a basketball game.

   (b) A PCV visits his dentist for his six-month check-up.

   (c) A science teacher introduces the visible part of the head to her class.

LESSON TWENTY-FIVE

Whose Are They?

A. STRUCTURAL CONTENT

Kanday sin'u...?	Kanday... Amun... Atun... Inyu... Ila...

B. MICRO-DIALOGUES

1.		
M1:	Kanday sin'u manga baso ini? Kanday sin'u manga tasa ini?	Whose glasses are these? Whose cups are these?
M2:	Kanday Clarita, Priscila, kag Lita. Kanday Marilyn, Cristina, kag Susana.	Those are Clarita's, Priscila's and Lita's. Those are Marilyn's, Cristina's and Susana's.
C1:	Kanday sin'u manga baso ini? Kanday Clarita, Priscila, kag Lita.	
C2:	Kanday sin'u manga tasa ini? Kanday Marilyn, Cristina kag Susana.	
2.		
M1:	Kanday sin'u manga tinedor ini? Kanday sin'u manga kutsara ini?	Whose forks are these? Whose spoons are these?
M2:	Amun manga tinedor ini. Ini amun manga kutsara.	These forks are ours (exclusive). These spoons are ours.

C1: Kanday sin'u manga tinedor ini?
Amun manga tinedor ini.

C2: Kanday sin'u manga kutsara ini?
Ini amun manga kutsara.

3.

M1:	Kanday sin'u manga pinggan ina'?	Whose plates are those?
	Kanday sin'u manga tasa ina'?	Whose cups are those?
	Kanday sin'u manga platito ina'?	Whose saucers are those?
	Kanday sin'u manga siya ina'?	Whose chairs are those?
M2:	Amun.	Ours (exclusive).
	Atun.	Ours (inclusive).
	Inyu.	Yours (plural).
	Ila.	Theirs.

C1: Kanday sin'u manga pinggan ina'?
Amun.

C2: Kanday sin'u manga tasa ina'?
Atun.

C3: Kanday sin'u manga platito ina'?
Inyu.

C4: Kanday sin'u manga siya ina'?
Ila.

C. DRILLS

1. Repetition Drill

(a)	Kanday sin'u manga plato atu?	Whose plates are those?
	Amun manga plato atu,	Those plates are ours.
	Amun atu.	Those are ours.
	Amun.	Ours.

Kanday sin'u manga medyas atu?	Whose socks are those?
Inyu manga medyas atu.	Those socks are yours.
Inyu atu.	Those are yours.
Inyu.	Yours.
Kanday sin'u manga tu'alya ini?	Whose towels are these?
Atun manga tu'alya ina'?	Those are our towels.
Atun ina'.	Those are ours.
Atun.	Ours.
Kanday sin'u manga serbilyeta ina'?	Whose table napkins are those?
Ila manga serbilyeta ini.	These are their table napkins.
Ila ini.	These are theirs.
Ila.	Theirs.
(b) Kanday sin'u manga mantel atu?	Whose table cloths are those?
Kanday Alejo, Noel, kag Victor.	Alejo's, Noel's and Victor's.
Kanday sin'u manga kutsarita ina?	Whose teaspoons are those?
Kanday Teresa, Marites, kag Rosa.	Teresa's, Marites' and Rosa's.
Kanday sin'u manga kutsilyo ini?	Whose knives are these?
Kanday Naldo, Berting, kag Ray.	Naldo's, Berting's and Ray's.

2. Movable Substitution Drill

Kanday sin'u manga libro atu? (Cue Question)
_______________sapatus_________
______________________________ini
____________kamisadentru______
______________________________ina'
_______________blusa___________
_______________tsinelas________
______________________________atu
_______________pitaka__________

Ila manga libro atu. (Cue Question)
Amun_________________
________kwaderno____
____________________ina'

Inyu__________________

Atun__________________

________________papel__

___________________ini

Ila___________________

__Cecile, Lucia kag Felicitas__

3. Expansion Drill

Amun.
ini
manga sya
sa kwarto

Atu.
ang ila
balay
sa baryu
sang Buenavista

D. GRAMMATICAL NOTE

1. Source pronouns of the pre-position set are:

akun	'mine, my'
imu	'your, yours'
iya	'his, her, hers, its'
atun	'ours (inclusive)'
amun	'ours (exclusive)'
inyu	'your, yours (plural)'
ila	'their, theirs'

2. Kanday marks plural possession used before enumerated personal names.

E. VOCABULARY LIST

cup	tása
drinking glass	baso
fork	tinedór
napkins (table)	serbilyéta
our, ours (exclusive)	ámun
our, ours (inclusive)	átun
plate	pláto, pínggan
saucer	platíto
spoon	kutsára

tablecloth	mántel
teaspoon	kutsaríta
their, theirs	íla
towel	tu'álya
your, yours	ínyu

F. CUMULATIVE MONOLOGUE--Biography

Aku si Carlos Pacheco. Taga Nevada aku sa syudad sang Las Vegas. Ang akun manga ginikanan si Mr. kag Mrs. Robert Pacheco. Taga Nevada man sila. Ang akun Tatay nagatudlu sa kolehiyo kag ang Nanay nakun nagatrabaho sa opisina. Secretarya sya. Si Marta ang akun utud. Nagatrabaho sya sa ospital sang Las Vegas. Nars sya.

Natawu aku sang Mayo 23, 1943 sa Phoenix, Arizona. Nagestar kami sa Las Vegas sang nagtudlu' ang akun Tatay sa kolehiyo. Natapus ku ang 'Elementary Education' sa Universidad sang Ohio. Nagtudlu' aku sa Ohio sang Math. Nagpa'uli' aku sa Las Vegas kag nag'asawa. Akun asawa si Gabriela. Taga New Mexico sya. Ma'estra sya sang English. Gusto namun magtudlu' sa Pilipinas.

Ang amun balay atu didtu sa Las Vegas. Naga'estar sa amun balay subung si John. Amigo namun sya. Ginarentahan nya ang balay.

G. VOCABULARY LIST

college	koléhiyo
(is) living, residing	/nag/'éstar
office	opisína
(is) renting	/gina/renta/hán/

H. COMPREHENSION QUESTIONS

1. Anu ang ngalan sang tawu?
2. Taga di'in sya?
3. Sin'u ang iya manga ginikanan?
4. Anu ang trabaho sang iya amay?
5. Anu ang trabaho sang iya iluy?
6. Doktor ang iya utud nga babayi, indi'bala?
7. San'u si Carlos natawu? Di'in?
8. Anu ang gintudlu' ni Carlos sa Universidad sang Ohio?
9. Sin'u ang asawa niya?
10. Taga di'in si Gabriela?
11. Ma'estro kag ma'estra bala sila?
12. Di'in sila gusto magtudlu' karun?
13. Sin'u sa ila ang luyag sang English?
14. Di'in ang ila balay?
15. Sin'u ang naga'estar sa balay nila subung?

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Students go over Supplementary Vocabulary List 23, Dining Room Utensils; and Supplementary Vocabulary List 24, Kitchen Utensils.
2. Introduce the song, Lumabaylabay nga Daw Asu.

3. Suggested Role-playing Situations.

(a) A malaria volunteer tries to convince a family to let him spray their house.

(b) A food production volunteer explains the procedure of mixing feed for pigs and chicken.

(c) A teacher of science explains the necessity of sanitation to people living in one house.

LESSON TWENTY-SIX

More on Ownership

A. STRUCTURAL CONTENT

Kay sin'u...? ...sang...
ni
nanday

B. MICRO-DIALOGUES

1.

M1:	Kay sin'u libro ini?	Whose book is this?
	Kay sin'u papel ina'?	Whose paper is that?
M2:	Libro sang ma'estra ini.	This is the teacher's book.
	Libro ni Arturo ini.	This is Arturo's book.
C1:	Kay sin'u libro ini? Libro sang ma'estra ini.	
C2:	Kay sin'u papel ina'? Papel ni Arturo ina'.	

2.

M1:	Kanday sin'u manga lapis atu?	Whose pencils are those?
	Kanday sin'u manga kwaderno atu?	Whose notebooks are those?
M2:	Manga lapis nanday Elena, Fely, kag Dorotheo atu.	Those are the pencils of Elena, Fely, and Dorotheo.
	Atu manga kwaderno nanday Elena, Fely, kag Dorotheo.	Those are the notebooks of Elena, Fely, and Dorotheo.
C1:	Kanday sin'u manga lapis atu? Manga lapis nanday Elena, Fely, kag Dorotheo atu.	

C2: Kanday sin'u manga kwaderno atu?
Atu manga kwaderno nanday Elena, Fely, kag Dorotheo.

C. DRILLS

1. Repetition Drill

Kay sin'u libro ini?	Whose book is this?
Libro sang prinsipal ini.	This is the book of the principal.
Kay sin'u awtu ini?	Whose car is this?
Awtu sang direktor ini.	This is the car of the director.
Kay sin'u lamesa ini?	Whose table is this?
Lamesa ini sang ma'estro.	This is the table of the teacher.
Kay sin'u kamiseta ini?	Whose undershirt is this?
Kamiseta ini sang bata.	This is the undershirt of the child.

Kay sin'u libro ini?	Whose book is this?
Libro ni Mr. Reyes ini.	This is Mr. Reyes' book.
Kay sin'u pomada ini?	Whose hair dressing is this?
Pomada ni Mr. Santos ini.	This is Mr. Santos' hair dressing.
Kay sin'u lamesa ina'?	Whose table is that?
Lamesa ina' ni Miss Ramos.	That is the table of Miss Ramos.
Kay sin'u bola ina'?	Whose ball is that?
Bola ina' ni Toto'.	That is Toto's ball.

Kanday sin'u manga papel atu?	Whose papers are those?
Manga papel nanday Pat, Rosita, kag Victoria.	The papers of Pat, Rosita, and Victoria.
Kanday sin'u manga sya atu?	Whose chairs are those?
Manga sya nanday Paz kag Mila.	The chairs of Paz and Mila.

2. Movable Sutstitution Drill

Bola ni Emelito ini.
________________atu.
________Jose_______.
Kalu_______________.
________Lito_______.
Awtu_______________.
Medyas_____________.
______sang lalaki__.
________babayi_____.
_______________ina'.
Bayu_______________.
Sapatus____________.
______estudyante___.

3. Completion Drill. The student constructs his own question and answer from the cue:

Kay sin'u payung ini?	Payung ni Delia ina'.
abaga	Jaime
ti'il	Alicia
mata	Lucila
ilung	estudyante
buhuk	ma'estra

D. GRAMMATICAL EXPLANATION

1. Ni is singular, nanday plural; both are possession markers which precede personal names (i.e. mark the possessor(s)).

2. Sang is a possession marker which precedes common nouns.

3. Kanday and kay are pre-position personal name markers, while nanday and ni are post-position personal name markers.

4. Sentence patterns:

(a)

	Topic		*Comment			
	Manga	N	Pron3	PerName	N	(D)
(1)		Libro	nakun			ini.
(2)		Libro		ni Jose		ina'.
(3)	(Manga)	Libro		nanday Jose		ina'.
(4)		Libro			sang bata'	atu.

(1) 'This is my book.'
(2) 'That is Jose's book.'
(3) 'Those are Jose's (and others) books.'
(4) 'That was the child's book.'

(a) *Comment (from previous chart)

	Pron3	PerName		N	
		ni/nanday	PerName	sang	N
(1)	nakun				
(2)		ni	Noel		
(3)		nanday	Noel kag Jose		
(4)				sang	iluy

(1) 'my'
(2) 'Noel's'
(3) 'Noel's and Jose's'
(4) 'the mother's'

(b)

	*Comment			Topic	
	Pron2	PerName	N	(N)	(D)
(1)	Akun			libro	ini.
(2)		Kay Maria		libro	ini.
(3)		Kanday Lourdes kag Lumen		balay	ini.
(4)			Sang bata'	libro	ini.

(1) 'This is my book.'
(2) 'This is Maria's book.'
(3) 'This is Lourdes' and Lumen's house.'
(4) 'This is the child's book.'

(b) *Comment (from previous chart)

	Pron2	PerName	N
		kay/kanday PerName	sang N
(1)	Ila.		
(2)		Kay Senen.	
(3)			Sang ma'estro.

(1) 'Theirs.'
(2) 'Senen's.'
(3) 'The teacher's.'

E. VOCABULARY LIST

ball	bóla
director	diréktor
hair dressing for men	pomáda
undershirt	kamiséta

F. CUMULATIVE DIALOGUE--Fertilizer Problem

A1: David, maupud ka sa akun? Makadtu aku sa baryo Nalo'ok para magdiskurso tungud sa paggamit sang abunu.

B1: Sigi. Mahambal aku sa manga tawu sang Bar o Pu'is bwas tungud man sa abunu.

A2: Ang manga tawu indi' pa siguru sa paggamit sang abunu sa ila uma. Gusto nila ang madamu' nga ani pero wala' man sila naga'usar sang ma'ayung klase nga humay kag abunu.

B2: Hu'u, gani'. Gintudlu' ku na sa manga mangunguma sang Pu'is ang pagbutang sang abunu sa tanum, pero wala' nila ginsunud ang akun panugyan.

G. VOCABULARY LIST

about, concerning	tungúd
fertilizer	abúnu
harvest	áni
kind	kláse
many, plenty	/ma/dámu'
(particle)	gáni'
put, to put	/pag/butáng
suggestion	panúgyan
use	usár

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Students go over Supplementary Vocabulary List 25, Topographical Terms; and Supplementary Vocabulary List 26, Natural Elements.

2. Suggested Role-playing Situations.

(a) A missionary gives a brief explanation of paradise, and Adam and Eve.

(b) A malaria worker makes a survey of houses and population in a barrio his team is assigned to spray.

UNIT VII

Basic Interrogatives

LESSON 27: Where?

LESSON 28: Where is it?

LESSON 29: Where is it (continued)?

LESSON 30: Buying and Selling

LESSON 31: Bargaining and Math

LESSON 32: Marketing

LESSON 33: Pets

LESSON 34: Numbers, Days and Months

LESSON 35: The Big Question of Why

LESSON 36: For Whom?

LESSON 37: Which One?

UNIT VII

Basic Interrogatives

This unit introduces the following question words:

di'in	'where'
san'u	'when'
sin'u	'who'
tagpila	'how much for each, how much'
pila	'how much, how many'
nga'a	'why'
anu	'what'
di'in sini	'which (of these)'
di'in sina'	'which (of those)'
di'in [illegible]adtu	'which (of those over there)'
kay sin'u	'whose (singular)'
kanday sin'u	'whose (plural), who (plural)'
para kay sin'u	'for whom'

Tied in with the question patterns are responses using place adverbs. Two lessons deal with place adverbs.

This unit includes terms for bargaining and marketing, a 'skill' which must be mastered for a 'more economical way of life in the Philippines.

LESSON TWENTY-SEVEN

Where?

A. STRUCTURAL CONTENT

Di'in si...?	Si...	ari diri sa...
ang	ang	ara' dira'
		atu didtu

B. MICRO-DIALOGUES

1.

M1:	Di'in si Charley Rech?	Where is Charley Rech?
	Di'in si Dick McGinn?	Where is Dick McGinn?
	Di'in si Terry Ramos?	Where is Terry Ramos?
M2:	Si Charley ari diri sa opisina.	Charley is here in the office.
	Ari diri sa opisina.	Here in the office.
	Ari di sa opisina.	Here in the office.
	Ari.	Here.

C1: Di'in si Charley Rech?
Si Charley ari diri sa opisina.

C2: Di'in si Dick McGinn?
Ari diri sa opisina.

C3: Di'in si Terry Ramos?
Ari di sa opisina.

C4: Di'in si Charley?
Ari.

2.

M1:	Di'in ang kwaderno?	Where is the notebook?
	Di'in ang libro?	
	Di'in ang payung?	
	Di'in ang pisara?	
M2:	Ang kwaderno ara' dira' sa lamesa.	The notebook is on the table.
	Ara' da' sa lamesa.	There on the table.
	Ara' dira'.	There.

C1: Di'in ang kwaderno?
Ang kwaderno ara' dira' sa lamesa.

C2: Di'in ang libro?
Ara' da' sa lamesa.

C3: Di'in ang payung?
Ara' dira.

C4: Di'in ang pisara?
Ara'.

3.

M1: Di'in ang 'post office'?	Where is the post office?
Di'in ang 'restaurant'?	Where is the restaurant?
Di'in ang estasyon sang bus?	Where is the bus station?
M2: Ang 'post office' atu didtu sa kanto.	The post office is on that far corner.
Atu didtu sa kanto.	There on that (yonder) corner.
Atu didtu.	There.

C1: Di'in ang 'post office'?
Ang 'post office' atu didtu sa kanto.

C2: Di'in ang 'restaurant'?
Ang 'post office' atu didtu sa kanto.

C3: Di'in ang estasyon sang bus?
Atu didtu.

4.

M1: Di'in ang ma'estro?	Where is the teacher?
Di'in si Miss Alcalde?	
M2: Ambut.	I don't know.
Ambut lang.	I don't know.

C. DRILLS

1. Repetition Drill

Di'in ang bulak?	Where is the flower?
Ari diri ang bulak.	The flower is here.
Ari diri.	Here.
Di'in ang dahun?	The leaf is there.
Ara' dira'.	There.
Di'in ang kahuy?	Where is the tree?
Atu didtu ang kahuy.	The tree is over there.
Atu didtu.	Over there.
Di'in ka?	Where are you?
Ari aku sa kwarto.	I am here in the room.
Ari aku.	I am here.
Di'in sya?	Where is he?
Ara' da' sa sulud.	He is there inside.
Ara' sya.	He is there.

2. Completion Drill. Construct your own answers giving the correct location of your position:

Di'in aku?	Ari diri ikaw.
Di'in ikaw?	________________
Di'in sya?	________________
Di'in si Nina?	________________
Di'in si Julia?	________________
Di'in si Juan?	________________
Di'in ang bintana'?	________________
Di'in ang pwerta?	________________
Di'in ang atup?	________________

3. Expansion Drill

Ang bulak ara' da'.
sa florera
sa lamesa

Ang utan ari.
di
sa sulud
sang baskit

Ang libro atu.
sa Math
didtu
sa estante
sa libreriya

4. Integration Drill. The student makes only one sentence out of the two given, combining the sentences together:

Ang libro atu.	Ang libro didtu sa estante.

Ang libro atu didtu sa estante.

Ang balay atu.	Ang balay sang ma'estro didtu.

____

Ang makinilya ara'.	Ang makinilya sa lamesa.

____

Si Sara atu.	Si Sara sa eskwelahan.

____

D. GRAMMATICAL EXPLANATION

1. Locative deictics point out the location of an object, in relation to distance of that object from the speaker.

ari diri	'here (near the speaker)'
ara' dira'	'there (far from the speaker)'
atu didtu	'there (very far from both the speaker and the hearer)'

2. Short forms are:

diri	di
dira'	da'
didtu	tu

3. There is no difference in meaning when these deictics are used in pairs or singly. However, only the first words in the phrase can occur alone.

Ari diri.	Ari di.	Ari.	'Here.'
Ara' dira'.	Ara' da'.	Ara'.	'There.'
Atu didtu.	Atu tu.	Atu.	'There (yonder).'

E. VOCABULARY LIST

bus station	estasyón sang bus
flower	búlak
here	ári, ari dirí, dirí, di
leaf	dáhun
library	librériya
roof	atúp
street corner	kánto
there	ára', ara' dirá', dirá', da'
there (yonder)	atú, atu dídtu, dídtu, tu.

F. CUMULATIVE DIALOGUE

A1: Tyu, mahimu mangutana? Di'in di ang malapit nga otel?

B1: Nonoy, ara' lang da' sa sunud nga kanto. Liku ka diri sa tu'u kag pagliku' man sa wala sa sunud nga kanto.

A2: Anu ang ngalan sang otel?

B2: Park View Hotel. Otel ina' sang manga Laserna.

A3: Ginagutum na aku. Di'in ang 'restaurant'?

B3: Ara' man sa otel. Sa idalum ang 'restaurant', sa ibabaw ang manga kwarto.

A4: Salamat gid, Tiyu'.

G. VOCABULARY LIST

above	ibábaw
below	idálum
near	/ma/lapít
next	sunúd
possible	mahímo

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

   Have the students construct responses describing their exact position in the room.

2. Integration Drill.

   An integration drill calls for the incorporation of two or more phrases or sentences into one grammatically acceptable sentence. The teacher gives two cue sentences and the students integrate them. There may be several acceptable or possible answers.

3. Suggested Role-playing Situations.

   (a) A PCV arrives in a small town and stops a young boy to ask for directions on how to get to a restaurant, a hotel where he can stay for the night, and where his assigned barrio is.

   (b) Two PCV's get into Iloilo City and ride a calesa. They ask the rig driver to take them to the Peace Corps Regional Office. The rig driver gives them a brief "guided tour" of the city.

4. Assign Written Exercise 6 from the supplementary materials. Students are to fill the bubbles in this cartoon in Hiligaynon. Give them one night to complete this exercise.

LESSON TWENTY-EIGHT

Where is it?

A. STRUCTURAL CONTENT

...ari sa ibabaw...
idalum
luyu/likud
sulud
atubangan

B. MICRO-DIALOGUES

1.

M1:	Di'in ang libro nimu? Di'in ang husay nya?	Where is your book? Where is her comb?
M2:	Ari diri sa ibabaw sang lamesa. Ara' sa sulud sang pitaka.	Here on top of the table. There inside the purse.
C1:	Di'in ang libro nimu? Ari diri sa ibabaw sang lamesa.	
C2:	Di'in ang husay nya? Ara' sa sulud sang pitaka.	

2.

M1:	Imu manghud ang babayi sa likud ni Mr. Cuaresma? Imu manghud ang babayi sa atubangan ni Mr. Cuaresma?	Is the girl behind Mr. Cuaresma your younger sister? Is the girl in front of Mr. Cuaresma your sister?
M2:	Hu'u, manghud nakun sya. Indi', magulang nakun sya.	Yes, she is my sister. No, she is my elder sister.
C1:	Imu manghud ang babayi sa atubangan ni Mr. Cuaresma? Indi', magulang nakun sya.	

C2: Imu manghud ang babayi sa likud ni Mr. Cuaresma?
Hu'u, manghud nakun sya.

C. DRILLS

1. Repetition Drill

Ang banyu atu sa luyu sang kasilyas.	The bathroom is behind the toilet.
Ang otel sa atubangan sang balay ni Joe.	The hotel is in front of Joe's house.
Ang kapitolyo ara' sa ibabaw sang bungtud.	The capitol is on top of the hill.
Ang husay ari sa idalum sang aparador.	The comb is under the cabinet.
Ang sulat atu sa sulud sang busun.	The letter is in the mailbox.

Atu sa luyu sang kasilyas ang banyu.	The bathroom is behind the toilet.
Sa atubangan sang balay ni Joe ang otel.	The hotel is in front of Joe's house.
Sa ibabaw sang bungtud ang kapitolyo.	The capitol is on top of the hill.
Sa idalum sang aparador ang husay.	The comb is under the cabinet.
Sa sulud sang busun ang sulat.	The letter is in the mailbox.

2. Fixed Substitution Drill

Ang papel sa idalum sang sya.
ibabaw
luyu
atubangan

Ang libro sa ibabaw sang lamesa.
plato
tasa
bandihado
baskit

Sa sulud sang kahun ang lapis.
platito
pinggan
sulat

3. Conversion Drill. The student changes the word order of the sentences, forming acceptable utterances.

Sa sulud sang baskit ang dulsi.
Ang dulsi sa sulud sang baskit.

Sa ibabaw sang atup ang pugad sang pispis.	The nest of the bird is on the roof.
Sa idalum sang balay ang bisikleta niya.	His bicycle is under the house.
Sa luyu sang eskwelahan ang baybay.	The beach is at the back of the school.
Sa sulud sang kahun ang manga libro.	The books are in the box.

4. Deletion Drill

(a) Sa idalum sang balay ang manga sya sang babayi.

manga
sang babayi
sang balay

(b) Ang manga utan kag karne ara' sa sulud sang baskit sa ibabaw sang lamesa sa kusina.

sa kusina
manga
utan kag
ara
sa ibabaw sang lamesa
sang baskit

D. GRAMMATICAL EXPLANATION

1. Sentence patterns:

(a) (Topic)*Comment

(D) sa Dir

(1) Ø Ari diri sa ibabaw sang libro.

(2) Ang papel sa ibabaw sang libro.

(1) 'It's here on top of the book.'
(2) 'The paper is on top of the book.'

(a) *Comment Dir

(D) sa Adv sang/ni N PerName

(1) Ari sa likud sang siya.

(2) Ari sa likud ni Lourdes.

(1) 'Here behind the chair.'
2) 'Here behind Lourdes.'

(b)

Topic (Comment)

IP ang N Pron3 PerName N

(1) Di'in ang libro mu?

(2) Di'in ang libro ni Cora?

(3) Di'in ang libro sang ma'estra?

(1) 'Where is your book?'
(2) 'What is Cora's book?'
(3) 'Where is the teacher's book?'

E. VOCABULARY LIST

back	luyú, likúd
bathroom	bányo
beach	báybay
bicycle	bisikléta
cabinet, closet	aparadór
capitol	kapitólyo
comb	húsay
front	atubángan
hill	búngtud
kitchen	kusína
mailbox	busún
nest	púgad
older sibling	maguláng
platter	bandihádo
toilet	kasílyas

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Conversion Drill.

   Word order is the only thing that is changed in a conversion drill, unlike in transformation drills where grammatical change is accomplished. This type of drill requires only movement of some words or phrases from initial position to medial or final position in the construction.

   The teacher gives the cue sentence while the students answer with full converted sentences. The teacher always reinforces the correct response and makes the whole class repeat for reinforcement.

2. Place adverbs can be illustrated by using one object and moving it from one place to another in relation to a chair or a table in the room. The object can be placed on top, underneath, beside, near, far, etc., the chair or the table.

3. Suggested Role-playing Situations.

   (a) Bring a map to class and have the students describe the location of different countries or continents in relation to the oceans that surround them, the countries that are near them, etc.

   (b) Give a brief geographical description of the United States.

   (c) Describe the location of things in the classroom.

LESSON TWENTY-NINE

Where is it (continued)?

A. STRUCTURAL CONTENT

...kilid/higad...
malapit
malayu
tunga'

B. MICRO-DIALOGUES

1.	
M1: Di'in ang ospital?	Where is the hospital?
Di'in ang balay sang Mayor?	Where is the house of the Mayor?
M2: Ara' sa kilid sang kapitolyo.	There beside the Capitol.
Ara' sa higad sang kapitolyo.	There alongside the Capitol.
C1: Di'in ang balay sang Mayor?	
Ara' sa higad sang kapitolyo.	
2.	
M1: Di'in ang munisipyo?	Where is the municipal hall?
Di'in si Imelda?	
M2: Atu sa Kalye Rizal, malapit sa 'post office'.	There on Rizal Street near the post office.
Ara' sa tunga ni Mario kag ni Pedro.	There between Mario and Pedro.
C1: Di'in ang munisipio?	
Atu sa Kalye Rizal, malapit sa 'post office'.	
C2: Di'in si Imelda?	
Ara' sa tunga' ni Mario kag ni Pedro.	

C. DRILLS

1. Fixed Substitution Drill

Ang baybay sa kilid sang Pepeekeo.
higad
luyu
atubangan

Ang silhig ari sa tunga' sang salug.
higad
kilid
ibabaw
idalum

Ang eskwelahan malapit sa munisipyo.
simbahan
tyanggi
banwa
syudad

Ang simbahan malayu sa eskwelahan.
opisina
balay
plasa
restaurant

2. Conversion Drill. Move the position of the locative and make acceptable sentences:

Ang simbahan malayu' sa eskwelahan.
Malayu' sa eskwelahan ang simbahan.

Ang bata' ara' sa tunga' sang iya manga ginikanan.

Ang manga kahuy atu sa kilid sang karsada.

Ang manga sya ara' sa higad sang dingding.

Ang syudad malayu' sa baryu.

Ang libro ara' sa aparador malapit sa lamesa.

Si Cristobal ari sa tunga' ni Conrado kag ni David.

Si Cristina atu sa malayu'.

3. Integration Drill. Put the elements of the cue sentences together and make one acceptable sentence:

Cue

Ang libro ari.
Ang libro sa lamesa.
Ang lamesa malapit sa akun. or Ang libro malapit sa akun ari sa lamesa.

Ang otel ara'.
Ang otel sa Kalye Quezon.
Ang otel malayu' sa plasa. ____________________

Ang tyanggi atu.
Ang tyanggi iya ni Mrs. Santos.
Ang tyanggi sa higad sang eskwelahan. ____________________

Ang makinilya ari.
Kay Carlos ang makinilya.
Ang makinilya sa tunga' sang lamesa. ____________________

Ang manga estudyante nagalakat.
Pakadtu sa Hilo.
Ang manga estudyante sa kilid sang karsada. ____________________

D. GRAMMATICAL EXPLANATION

1. Kilid and higad mean practically the same thing. Kilid is 'beside or side', higad is 'beside or alongside'.

2. Malayu' and malapit are used as adverbs and modifiers.

E. VOCABULARY LIST

alongside, side	higád
beside, side	kílid
between, middle, center	tungá'
broom	sílhig

church	simbáhan
floor	salúg
municipal hall	munisípyo
plaza, park	plása
street, road	karsada, kalye

F. CUMULATIVE MONOLOGUE--Geography of the United States.

Ang Estados Unidos ara' sa tunga' sang 'Canada' kag 'South Amerika'. Sa ibabaw sang Estados Unidos ang 'Canada' kag sa idalum ang 'South Amerika'. Ang Estados Unidos ginatawag man nga 'North Amerika'. Sa iya kilid ang manga dagat sang 'Pacific' kag 'Atlantic'. Malayu' ang Estados Unidos sa iban nga manga nasyon.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Conversion Drill.

Cue the students on how this drill is done. Give the first cue sentence and also the first response. Then have the students repeat this response. Teacher gives the second sentence. This time the students give the answer. Teacher reinforces the correct answer and makes the class repeat it.

2. Integration Drill.

There are several possible answers to every item in this drill. Try to get all the possibilities so that the students will know various Hiligaynon constructions. Always reinforce correct responses and correct the wrong ones. Make the drill as brisk as you can.

3. Suggested Role-playing Situations.

(a) A science teacher points out the parts of a gumamela or hibiscus to her students in grade four.

(b) A young boy walks home with his teacher and points out the names of the hills on the horizon, the location of the post office, the church, the town market, the town hall, and the court.

4. For a brisk review, bring a big drawing of a town or a city. Label the different buildings. Have the students identify the position of each building in the drawing.

5. Assign Written Exercise 7. Allow the students to complete this in two days time. Be sure to collect and correct the papers. Do not pay attention to the spelling. Check carefully the grammatical construction of sentences. If possible, go over the papers with the students individually so they will know their mistakes.

   The students can write either a short narrative of the drawing or a dialogue of 15 to 20 lines.

· LESSON THIRTY

Buying and Selling

A. STRUCTURAL CONTENT

Tagpila ang...? Tag...

Pila

B. MICRO-DIALOGUES

1.

M1:	Tagpila ang tu'alya?	How much is one towel?
	Pila ang isa ka tu'alya?	How much is one towel?
M2:	Tag uno singkwenta.	One peso and fifty centavos.
	Tag dos diyes.	Two pesos and ten centavos.
C1:	Tagpila ang tu'alya? Tag uno singkwenta.	
C2:	Pila ang isa ka tu'alya? Tag dos diyes.	

2.

M1:	Tagpila ini? Tagpila ina'?	How much is this?
M2:	Tag beynte sentimos.	Twenty centavos.
	Tag salapi'.	Fifty centavos.
	Tag pisos.	One peso.
C1:	Tagpila ini? Tag beynte sentimos.	
C2:	Tagpila ina'? Tag salapi'.	
C3:	Tagpila ini? Tag pisos.	

3.

M1:	Pila ining manga lapis?	How much are these pencils?

Pila inang manga lapis?	How much are those pencils?
M2: Tag singko sentimos.	Five centavos each.
Tag dyes ini.	Ten centavos each.

C : Pila ining manga lapis?
Tag singko sentimos.

C2: Pila inang manga lapis?
Tag dyes ini.

C. DRILLS

1. Repetition Drill

Tagpila ang gantang sang bugas?	How much is one ganta of rice?
Tagpila ang bilug sang mansanas?	How much is one apple?
Tagpila ang metro sang tela?	How much is a meter of cloth?
Tagpila ang duha ka tumpuk nga mani?	How much is one pile of peanuts?
Pila ang tatlu ka kilong karne?	How much is three kilos of meat?
Pila ang tunga' sa gantang nga ma'is?	How much is half a ganta of corn?
Pila ining patatas?	How much are these potatoes?
Pila inang lima ka bugkus nga sibuyas?	How much are those five bundles of onion?
Pila inang repolyo?	How much is that cabbage?
Tag pisos ang gantang?	One peso per ganta.
Tag dyes pisos ang bilug.	Ten pesos a piece.
Tag salapi' ang dosena.	Fifty centavos a dozen.

2. Fixed Substitution Drill

(a) Tagpila ang dosena sang mansanas?

peras	pear
pahu'	mango
pinya	pineapple
itlug	egg

(b) Tagpila ang gantang sang bugas?

ma'is	corn
harina	flour
gawgaw	starch
muskobado	unrefined sugar
kalamay	refined sugar
mani	peanuts

(c) Pila ining saging?

repolyo	cabbage
talung	eggplant
gabi	yam, taro
kamatis	tomato
kalabasa	squash

(d) Tag pisos ang gantang
salapi'
setenta
beynte y singko
kwatro pisos
tres pisos

3. Completion Drill. The student makes his own questions to ask for market prices of items most likely sold in the measure given:

Pila ining isa ka tumpuk nga kamatis?

ganta	ganta
kilo	kilogram
metro	meter
bugkus	bundle
karton	box
pakete	pack
botelya	bottle

4. Expansion Drill

Tagpila?

ining
  isa
    ka kilong
      mansanas

Pila?

inang
  duha
    ka tumpuk
      nga kamatis

Tagpila?

ang tatlu
  ka bilug
    nga repolyo

5. Deletion Drill

Tag salapi' ang anum ka bugkus nga sibuyas.

nga sibuyas
ka bugkus
ang anum

Tag singko sentimos ang isa ka dosenang isda'.

isda'
ka dosenang
ang isa
sentimos

D. GRAMMATICAL EXPLANATION

1. Ka marks number quantity and is obligatory after a number.

2. Nga connects two nouns, deictics and nouns, adjectives and nouns, or nouns and verbs. Distribution is phonologically conditioned.

(a) When the preceding word ends in a vowel, nga is contracted to /-ng/ and attached to the preceding word.

ma'ayu nga aga > ma'ayung aga
ini nga tela > ining tela

(b) When the preceding word ends in n, the n becomes ng.

atun nga balay > atung balay

(c) All other environments retain *nga*.

tumpuk nga kamatis > tumpuk nga kamatis

3. *Tagpila* expresses distributive quantity in that when used it indicates that the speaker wants to know the cost of each item. *Tag pisos* is used in the reply to indicate that each item is a peso. *Pila* asks how much for all.

4. Sentence patterns:

(a)

	*Comment		(Topic)			
	IP	Num	ang	N	sang	N
(1)	Tagpila		ang	tumpuk	sang	kamatis?
(2)	Pila		ang	gantang	sang	bugas?
(3)		Tag pisos	ang	gantang	sang	bugas.

(1) 'How much is one pile of tomatoes?'
(2) 'How much is one ganta of rice?'
(3) 'One peso per ganta of rice.'

(a) *Comment

IP Num

ValM	Val	
Tag	salapi'.	'Fifty centavos each.'
Tag	lima ka pisos.	'Five pesos each.'

(b)

	Comment		(Topic)			
	IP	Num	ang	*AdjP	nga	N
(1)	Pila		ang	duha ka tumpuk	nga	mani?
(2)		Tag 30¢	ang	duha ka tumpuk	nga	mani.

(1) 'How much is one pile of peanuts?'
(2) 'Thirty centavos.'

(b) *AdjP

Num	ka	N	
duha	ka	gantang	'two gantas'
anum	ka	libro	'six books'

E. CULTURAL NOTE

Spanish loan words are commonly used in counting rather than the Hiligaynon terms. However, to count from one to ten in Hiligaynon is not uncommon in the rural areas.

Buying and selling is done in the metric measure and other 'native' forms of measurement which might be in bundles, piles, etc. Some Philippine open markets have a very limited supply of produce, mostly homegrown by small farmers in their backyard gardens.

F. VOCABULARY LIST

banana	ságing
bottle	botélya
box	kárton
bundle	búgkus
cabbage	repólyo
centavos/cents	séntimos/sentábos
dozen	doséna
eggplant	talúng
expensive, dear	mahál
fifty centavos	salapí'
five	limá'
four	ápat/kwatro
ganta	gántang
ground or polished rice grains	bugós
how much	tagpilá/pilá
kilogram	kílo
mango	páhu'/mángga
meter	métro
onion	sibúyas
pack/package	pakéte

(particles)	tag, ka
peanut	maní
peso	písos
(a) piece	bílug
pile	túmpuk
pineapple	pínya
seventy	seténta
six	ánum
starch	gáwgaw
squash, pumpkin	kalabása
three	tátlu
two	duhá
unrefined sugar	muskobádo
yam, taro	gábi

G. CUMULATIVE DIALOGUE

A1: Tagpila ang bugkus sang sibuyas?

B1: Tag ₱0.45. Anu pa ang gusto mu baklun?

A2: Ini nga ma'is, pila ang duha ka gantang?

B2: ₱0.90. Gusto mu?

A3: Hu'u, Ari ang bayad.

B3: Ari ang sensilyo mu.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

   The completion drill is a substitution-completion drill in that the teacher provides cues for substitution and the students give complete stimulus sentences and responses.

2. Students go over Supplementary Vocabulary List 27, Ways of selling items; and Supplementary Vocabulary List 28, Common expressions and terms in science.

3. Suggested Role-playing Situations.

   (a) Set up a store in the classroom and have the students act as customers and vendors.

(b) Let the students read the cumulative dialogue and have them narrate the dialogue.

(c) A person gets on the bus and asks for information on how to get to the town of Marvel. He sits beside an old man and starts exchanging pleasantries. He stops the bus when he reaches his destination.

LESSON THIRTY-ONE

Bargaining and Math

A. STRUCTURAL CONTENT

Particles: nalang, abaw, sus, tanan, mu

Formulas for bargaining

B. MICRO-DIALOGUES

M1:	Tyu', tagpila ang gantang sang bugas?	Tyu', how much is one ganta of rice?
	Tyu', tagpila ang gantang sang ma'is?	Tyu', how much is one ganta of corn?
M2:	Tag dos treynta ang gantang. Mabakal ka?	Two thirty a ganta. Will you buy?
	Tag dos treynta. Mabakal ka?	Two thirty a ganta. Will you buy?
M3:	Abaw! Kamahal! Mahatag sa ₱2.10?	My, it is very expensive. Can you give it for ₱2.10?
	Sus! Kamahal! ₱2.10 nalang.	My, it is expensive! How about ₱2.10?
M4:	Ti'...sigi nalang.	Well, okay.
	O, sigi.	Oh, okay.
C1:	Tyu', tagpila ang gantang sang bugas?	
	Tag dos treynta ang gantang. Mabakal ka?	
	Abaw! Kamahal! Mahatag sa ₱2.10?	
	Ti'...sigi nalang.	
C2:	Tyu', tagpila ang gantang sang ma'is?	
	Tag dos treynta. Mabakal ka?	
	Sus! Kamahal! ₱2.10 nalang.	
	O, sigi.	

2.

M1:	Inday, pila ini tanan?	Inday, how much for all of these?
	Nonoy, pila ini tanan?	Nonoy, how much for all of these?
M2:	Ang pulbus, ₱1.70; ang husay, ₱0.50; kag ang 'lipstick', ₱5.00. ₱7.20 tanan.	The powder is ₱1.70; the comb is ₱0.50; and the lipstick is for ₱5.00. It sums up to ₱7.20.
M3:	Abaw! Kamahal sang lipstick.	My! But the lipstick is expensive.
	Kwatro pisos nalang?	Can you give it for ₱4.00?
M4:	Indi' gid mahimu. 'Imported' ini, mu.	Can't be. This is imported, you know.
	Indi' gid!	Really no!

C1: Inday, pila ini tanan?
Ang pulbus, ₱1.70; and husay, ₱0.50; kag ang 'lipstick', ₱5.00. ₱7.20 tanan.
Abaw! Kamahal sang 'lipstick'. Kwatro pisos nalang.
Indi' gid mahimu. 'Imported' ini, mu.

C2: Nonoy, pila ini tanan?
Ang pulbus, ₱1.70; ang husay, ₱0.50; kag ang lipstick, ₱5.00. ₱7.20 tanan.
Abaw! Kamahal sang lipstick. Kwatro pisos nalang.
Indi' gid!

C. DRILLS

1. Repetition Drill

Tres singkwenta nalang?	Can you give it for ₱3.50?
Alkansi gid. Tres otsenta na.	I am at a loss. I'll let it go for ₱3.80.
Salapi' nalang?	How about fifty centavos?

Indi' gid. Seysenta na.	Really no! Last price is ₱0.60.
Pisos nalang?	One peso?
Alkanse. Uno beynte gid.	I'm at a loss. Last price is ₱1.20.
Dos singkwenta gid ini?	Is this really for ₱2.50?
Hu'u, dos singkwenta gid.	Yes, it is for ₱2.50.

3. Nagapatindug sang taytay ang manga tawu sang Baryo San Luis. Kinahanglan sang enhenyero kwarenta y singko ka bilug nga kahuy para sa tulay. Mabakal ang isa ka bilug nga kahuy sa ₱6.78. Pila tanan ang magastu para sa tulay?

4. Ang dosena sang bulak tag ₱0.60. Ginayu' ni Imelda sa ₱0.55. Ginhatag sang tindera sa presyong ₱1.15 ang duha ka dosena. Nagbakal si Imelda sang apat ka dosena. Pila ang iyang ginbayad sa tindera?

D. GRAMMATICAL EXPLANATION

1. Nalang is used to indicate lack of choice or alternative. In this lesson, it is more of a 'limiting particle' like lang meaning 'only, just'.

2. Abaw and sus are exclamatory fillers meaning 'My!' or 'Oh!'.

3. Tanan is the 'generalizer particle' meaning 'all' or 'all in all'.

4. Ti' is a hesitating particle which is fairly equivalent to the hesitating use of 'Well...' in English.

5. Mu is a rejoiner like 'you know'.

E. CULTURAL NOTE

Bargaining is part of the buy-and-sell process in the Philippines. There are several bargaining techniques, some of which are included in this lesson. In the first instance, bargaining can be tedious, but it grows on the person and can become a great deal of fun, an instrument both for language learning and meeting people.

There are endearment terms and also terms of respect which cannot be translated 'Mr.' or 'Miss' in English. These terms can be applied to people one meets or talks to for the first time. They are literally terms used for family relationships:

Tiyo	(literally 'uncle') Respect term for older men.
Manung	Respect term for older men.
Tiya'	(literally 'aunt') Respect term for older women.
Manang	Respect term for older women.
Dodong, Nonong, Nonoy, Toto'	Endearment terms for younger boys.
Inday, Nene, Palangga	Endearment terms for younger girls.

Palangga is used for 'honey' or 'darling' among adults.

The Filipinos are very particular about imported goods. There is a social prestige attached to the use of these items because of their expensive price tags.

F. VOCABULARY LIST

all	tanán
(is) bargain(ing)	/gina/'ayú'/an/
bridge	taytay
butcher	maţadéro
eight	walú
eighty	otsénta

endearment term for boys	Nónong, Nónoy, Tóto'
endearment term for girls	Índay, Néne', Palángga'
failure to gain	alkánse
foot (measure)	pyé
hundred	gatús
money	kwárta
more, excess	labáw
nine	siyám
(particles)	abáw, sús, o
pig, pork	bábuy
price	présyo
pro-verb	ánhun
ran	/nag/dalágan
seven	pitú
seventy	seténta
(will) spend	/ma/gástus
ten	napúlu'
too much	masyádo
yard (measure)	yárda

G. CUMULATIVE DIALOGUE

A1: Inday, pila ang kilo sang babuy?

B1: Tag ₱3.50. Gusto mu?

A2: Indi'. Kamahal, kag wala' aku sang kwarta.

B2: Sigi ₱3.20 nalang para sa imu. Amerikano ka ti', damu ang imu kwarta.

A3: Indi', wala' gani' aku sang kwarta. Peace Corps Volunteer aku.

B3: Ay, Peace Corps ka gali'? ₱3.00 para sa imu.

A4: Ay, salamat. Mabakal aku sang duha ka kilo.

B4: Ini nga karne gusto mu? Tag ₱3.00 lang.

A5: Mahal, eh. Mahatag sa ₱2.80?

B5: Abaw, indi' gid. Alkansi aku. Ginbakal ku ini sa matadero sa ₱3.00 ang kilo.

A6: Ti, wala' na gali sang ayu'?

B6: Wala' na. ₱3.00 gid. Bakal nalang. Indi' man mahal masyado.

A7: Anhun ku man ang madamu' nga karne? Wala' aku sang 'refrigerator' nga butangan. Mabuluk lang ina.

B7: Ti', ini nalang nga babuy ang baklun mu?

A8: Hu'u, duha ka kilo, ha.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Let the students read the math questions in class and have them figure out the answers. For a written exercise ask them to make three of their own arithmetic problems for the level of education they are supposed to teach in their future job.

2. Remind the students of the bargaining terms given in the supplementary material section under common expressions.

3. Suggested Role-playing Situations.

(a) A PCV haggles with a jeepney driver about the price of a field trip to a beach resort for his class.

(b) A PCV negotiates for a boat ride to go to a nearby island.

(c) A PCV bargains for a calesa ride to the regional office which is only five blocks away.

LESSON THIRTY-TWO

Marketing

A. STRUCTURAL CONTENT

May...? Hu'u...

Wala'...

B. MICRO-DIALOGUES

1.

M1:	May baligya' kamung sibit?	Do you have pins for sale?
	May patatas kamu?	Do you have potatoes?
M2:	Hu'u, may ara'.	Yes, we have.
	Wala' kami sang patatas.	We don't have potatoes.
	Wala'.	None.
C1:	May baligya' kamung sibit?	
	Hu'u, may ara'.	
C2:	May patatas kamu?	
	Wala' kami patatas.	
C3:	May patatas kamu?	
	Wala'.	

2.

M1:	Tagpila?	How much?
M2:	Tag singko sentimos ang bilug. Mabakal ka?	Five centavos apiece. will you buy?
M3:	Hu'u, (mabakal aku) kinse ka bilug.	Yes, (I will buy) fifteen pieces.
	Indi'.	No.
C1:	Tagpila?	
	Tag singko sentimos ang bilug. Mabakal ka?	
	Hu'u, mabakal aku kinse ka bilug.	

C2: Tagpila?
Tag singko sentimos ang bilug. Mabakal ka?
Indi'.

C. DRILLS

1. Substitution Drill

May baligya' kamung luwag?	Do you have a ladle for sale?
plantsa	iron
dapug	stove
silhig	broom
kulun	clay pot
banig	mat
kalaha'	frying pan

Mabakal sya beynte ka bilug.
ikaw
aku
sila
kita
kamu
kami

Beynte ka bilug.
gantang
sentimos
pesetas
pisos

2. Question and Answer Drill. Answer the questions, first in the positive, and then in the negative manner:

May kutsara sya?	Hu'u, may kutsara sya. Wala', wala' sya kutsara.
Madala aku sang papel?	Hu'u, pagdala sang papel. Indi', indi' pagdala sang papel.
May manga plato kamu?	
May manga kaserola sila?	

May bandehado sa lamesa?

May banig ang katre?

Mahambal aku sang Hiligaynon?

Matudlu' aku sang English?

Matrabaho aku sa baryo?

Mama'estro aku sang 'Science'?

Matukar aku sang pyano?

3. Expansion Drill

Mabakal aku.

sang isda'
karun
sa hapun

Maka'un aku.

sang isda'
kag mansanas
karung gab'i

4. Integration Drill. Make only one sentence out of the two given:

Naghampang sila sang 'basketball'. Naghampang sila sa 'court' ka'ina.	Naghampang sila sang 'basketball' sa 'court' ka'ina.
May ara' aku papel. May ara' aku lapis.	______________________
May ara' sya mansanas. Wala' sya sang peras.	______________________

Mahampang kami sang 'volleyball'.
Indi' kami mahampang sang 'football'. ____________________

Mabakal si Ramon sang kamiseta.
Mabakal sya sa tyenda sa Ala Moana. ____________________

Tag pisos ang gantang.
Tag pisos ang bugas. ____________________

Nagtanum kami sang kamuti.
Nagtanum kami sa hardin. ____________________

D. GRAMMATICAL EXPLANATION

1. Existential sentences mean 'there is (are, was, will be, etc.) [the existent]'. The existent is either a noun or a verb and is introduced by may.[3]

2. Sentence patterns:

	may	Ex	Topic		
		Vb/N/D	Pronl	(nga)	N
(1)	May	baligya'	kamu	nga	banig?
(2)	May	ara'	sila	nga	balay?
(3)	May	balay	kamu?		
(4)	May	ara'.			
(5)	May	balay	sila.		

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[3] John Wolff, Beginning Cebuano Part I, New Haven, Conn: Yale University Press, 1966, p. 91.

(1) 'Do you sell mats?'
(2) 'Do they have a house?'
(3) 'Do you have a house?'
(4) 'There is.'
(5) 'They have a house.'

E. VOCABULARY LIST

clay cooking pot	kúlun
frying pan	kaláha'
(to) have pro-verb	may
ladle	luwág
liter	lítro
(woven) mat	baníg
pin	sibít
(big sauce-) pan	kaseróla
piano	pyáno
(will) play musical instrument	/ma/túkar
small store	tyénda
stove	dapúg
twenty centavo piece	pesétas

F. CUMULATIVE DIALOGUE

A1: May patatas kamu?

B1: Hu'u, tag ₱0.60 ang kilo. Pila ka kilo ang gusto mu?

A2: Tatlu ka kilo. Ini ang ginaka'un ku. Indi' aku gusto sang kan'un.

B2: Amerikano ka gid gali'. Indi' mu luyag magka'un sang pagka'un nga Pilipino.

A3: Indi' man subung sina'. Gusto ku gid ang adubu. Ang indi' ku lang gusto, ang kan'un.

B3: San'u ka pa diri sa Pilipinas?

A4: Isa kag tunga ka tuig na aku di.

B3: Siguru sa pila ka bulan magustohan mu man ang amun kan'un.

G. VOCABULARY LIST

month	búlan
that	siná'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Suggested Role-playing Situations.

   (a) A PCV tries to buy fruits and vegetables from an open market in Iloilo.

   (b) A PCV goes into a department store to buy new clothes.

   (c) A PCV asks for information on where to buy oil for his lamp.

2. Assign Written Exercise 8 from the supplementary materials. Allow two days for this exercise.

3. Students go over Supplementary Vocabulary List 29, for English teachers only.

LESSON THIRTY-THREE

Pets

A. STRUCTURAL CONTENT

May...?   Hu'u...

Wala'...

B. MICRO-DIALOGUES

1.

M1:	May idu' ka?	Do you have a dog?
	May kuring ka?	Do you have a cat?
M2:	Hu'u may ara'.	Yes, I have.
	Wala', wala' aku sang kuring.	No, I don't have a cat.
C1:	May idu' ka?	
	Hu'u may ara'.	
C2:	May kuring ka?	
	Wala', wala' aku sang kuring.	

2.

M1:	May ara' bisita si Perla.	Perla has a visitor.
	Walay bisita si Perla.	Perla has no visitor.
	Wala' sing bisita si Perla.	
M2:	A, gali'?	Is that so?
	Ti', dali'. Bisitahan natun, eh.	Well, let's go and visit her then.
C1:	May ara' bisita si Perla.	
	A, gali'?	
C2:	Walay bisita si Perla.	
	Ti', dali', bisitahan natun, eh.	

C3: Wala' sing bisita si Perla.
Ti', dali'. Bisitahan natun, eh.

C. DRILLS

1. Repetition Drill

May kuring si Maria.	Mary has a pet cat.
May gansa' si Carlos.	Carlos has a pet goose.
May kanding si Cecile.	Cecile has a pet goat.
May pispis ang bata'.	The child has a bird.
May baka sa uma.	There is a cow in the field.
May karbaw sa uma.	There is a carabao in the farm.

2. Question and Answer Drill

May karnero sa gwa'?	Is there a sheep outside?
Hu'u may ara'.	Yes, there is.
May karnero si Tomas?	Does Thomas have a sheep?
Wala', wala' sya sing karnero.	No, he doesn't have a sheep.
May babuy sa lagwerta?	Is there a pig in the yard?
Hu'u may ara'.	Yes, there is.
May babuy si Manuel?	Does Manuel have a pig?
Wala', wala' sya sang babuy.	No, he does not have a pig.
May manuk sa lagwerta?	Is there a chicken in the yard?
Hu'u may ara'.	Yes, there is.
May manuk ang bata'?	Does the child have one?
Wala', wala' sya sang manuk.	No, he doesn't have one.

3. Fixed Substitution Drill

May manuk aku.
karnero
kanding
kuring
pispis
baka
karbaw

Wala' aku sing manuk.
babuy
baka
idu'
gansa'
pabo

4. Movable Substitution Drill

May libro sya.
__________aku.
____lapis____.
____tulun'an_.
__________si Jaime.
__________ang eskwela.

Wala' si Cynthia sang manga pagka'un.
_________Marta______________________.
____________________________ilimnun.
_________Carlos_____________________.
_________Morita_____________________.
____________________________prutas.
____________________________isda'.

5. Transformation Drill. Make negative statements from the following:

May kwarta aku. Walay kwarta aku.

May dyip gali' ikaw.
May suga' man.
May balay sila didtu.
May tawu dira' sa higad.
May tubi' kami.
May bata' sya.
May asawa aku.
May serbesa ikaw.

May balay kamu didtu?
May bisita si Perla subung?
May amigo ka gali' sa Amerika?
May kwarta ikaw?
May lugar bala sa dyip?
May kasilyas ang imu kwarto?

D. GRAMMATICAL EXPLANATION

Sentence pattern:

Comment	Topic			Ex	
Negative Adv	Pronl	PerName	N	sang	N
Wala'	sya			sang	papel.
Wala'		si Jose		sang	papel.
Wala'			ang tawu	sang	papel.

'She has no paper.'
'Jose has no paper.'
'The man has no paper.'

E. VOCABULARY LIST

book	tulún'an
carabao, water buffalo	kárbaw
cat	kuríng
come on, let's go	dáli'
cow	báka
dog	idú'
goat	kánding
goose	gánsa
light	sugá'
outside	gwá'
place	lugár
sheep	karnéro
student, pupil	eskwéla
turkey	pábo

F. CUMULATIVE DIALOGUE

A: May ara' kamu nga isda'?

B: Hu'u, karun lang ini nag'abut halin sa dagat.

A: Tag pila ang kilo sang inyung bangrus?

B: Tag ₱2.00 lang. Pila ka kilo ang gusto mu?

A: Baw, kamahal man sina'. Mahatag sa ₱1.50? Wala' na aku sang kwarta.

B: Alkanse gid. Lab'as gid ini, mu.

A: Ti, pagkilo abi sang apat ka bilug, tan'awun ku kun pila.

B: ₱4.00 ka pisos ini tanan. Dalagku' abi ini.

A: Ay, indi' nalang aku anay magbakal. Silingun ku ang akun amu kun gusto nya. Mabalik nalang aku karun.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 30, Animals and Pets.

2. To introduce new terms for animals, bring pictures to class. Drawings of animals can also be used if pictures are not available.

3. Transformation Drill.

   For the first part, positive statements are to be made into negative. In the second part, the questions are to be made into negative statements.

4. Suggested Role-playing Situations.

   (a) A PCV is invited to be a guest speaker at the meeting of a local troop of Girls Scouts or Boys Scouts and is asked to answer questions about activities of young girls and boys in the United States.

   (b) A PCV inquires about things he needs in the house, in a hardware store, or a grocery store.

   (c) Two young women tell each other about books and records they have at home.

5. Drill on the pattern of May... Wala' thoroughly because this is one point of difficulty for Hiligaynon learners. Drill especially on the use of wala'.

LESSON THIRTY-FOUR

Numbers, Days and Months

A. STRUCTURAL CONTENT

Pila ka...ang...?   (number)...ang...
sa   sa

B. MICRO-DIALOGUES

1.

M1:	Pila ka adlaw ang isa ka semana?	How many days (are there) in one week?
	Pila ka bulan sa isa ka tu'ig?	How many months (are there) in one year?
M2:	Pitu (ka adlaw ang isa ka semana).	(There are) seven days in one week.
	Dose (ka bulan sa isa ka tu'ig).	(There are) twelve months in one year.
C1:	Pila ka adlaw ang isa ka semana?	
	Pitu ka adlaw ang isa ka semana.	
C2:	Pila ka bulan sa isa ka tu'ig?	
	Dose ka bulan sa isa ka tu'ig.	

2.

M1:	Anu ang adlaw bwas?	What day is it tomorrow?
	Nanu nga bulan subung?	What month is it now?
M2:	Lunes bwas.	Tomorrow is Monday.
	Agosto subung.	It is August now.
C1:	Anu ang adlaw bwas?	
	Lunes bwas.	
C2:	Nanu nga bulan subung?	
	Agosto subung.	

C. DRILLS

1. Repetition Drill

Pila ka adlaw ang isa ka semana?	How many days are there in a week?
Pitu ka adlaw.	Seven days.
Pila ka adlaw ang isa ka bulan?	How many days are there in a month?
Treynta o treynta y uno.	Thirty or thirty-one.
Pila ka adlaw ang duha ka semana?	How many days in two weeks?
Katorse ka adlaw.	Fourteen days.
Pila ka bulan ang tunga' sa tuig.	How many months in a half year?
Anum ka bulan.	Six months.
Pila ka semana ang tunga' sa bulan?	How many weeks are there in half a month?
Duha ka semana.	Two weeks.

2. Completion Drill. The student answers the questions by putting in the time element given:

Anu ang adlaw subung?	________subung
Anu ang adlaw kahapun?	________kahapun
Anu ang adlaw bwas?	________bwas
Anu ang adlaw sunud bwas?	________sunud bwas
Anu ang bulan subung?	________subung
Anu ang sunud nga bulan?	________ang sunud nga bulan
Anu ang tu'ig subung?	________subung
Anu ang petsa subung?	________subung
Anu ang adlaw sunud sa Lunes?	________sunud sa Lunes
Anu ang adlaw sunud sa Myerkoles?	________sunud sa Myerkoles
Anu ang adlaw sunud sa Dominggo?	________sunud sa Dominggo
Anu ang bulan sunud sa Abril?	________sunud sa Abril
Anu ang bulan sunud sa Septyembre.	________sunud sa Septyembre
Nanu nga adlaw sunud bwas?	________sunud bwas
Nanu nga adlaw sunud sa Lunes?	________sunud sa Lunes

Nanu nga adlaw sunud sa Martes?	________sunud sa Martes
Nanu nga bulan sunud sa Nobyembre?	________sunud sa Nobyembre

D. GRAMMATICAL EXPLANATION

1. Anu and nanu are dialect variants of 'what'.

2. Sentence pattern:

	Comment				Topic				
	IP	Num	ka	N	ang	sa	num	ka	N
(1)	Pila		ka	adlaw	ang		isa	ka	semana?
(2)		Pitu	ka	adlaw	ang		isa	ka	semana.
(3)	Pila		ka	bulan		sa	isa	ka	tu'ig?
(4)		Dose	ka	bulan		sa	isa	ka	tu'ig.

(1) 'How many days are there in a week?'
(2) 'Seven days in a week.'
(3) 'How many months are there in a year?'
(4) 'There are twelve months in a year.'

E. VOCABULARY LIST

date	pétsa
day	ádlaw
fourteen	katórse
what	nánu

F. CUMULATIVE DIALOGUE

A1: Pila ka tu'ig ka na?

B1: Beynte y kwatro anyos na aku.

A2: Magulang gali' aku sa imu. Beynte y singko na aku.

B2: Di'in ka nag'estar sang beynte ka tu'ig?

A3: Diri sa Amerika, pero naghalin ang akun familya sang balay sang singko anyos pa lang aku.

B3: Kami man. Sang trese anyos aku, nagkadtu kami sa Canada kag nag'estar kami didtu sang lima ka tu'ig. Subung nag balik na kami diri sa Amerika. Ang amun balay atu didtu sa Rockport, Massachusetts. Nakita mu na ang Rockport?

A4: Indi' pa.

G. VOCABULARY LIST

family	famílya
thirteen	trése
(able) to see, to meet	/na/kíta'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This time, start on a narration process. Always have the students read the cumulative dialogues a day in advance. Then get about two or three of them to narrate what happened in these dialogues. Also you can ask them to narrate what they did the day or night before.

2. Suggested Role-playing Situations.

(a) An English teacher teaches her students the days of the week and months of the year. She also introduces the use of the calendar.

(b) A math teacher explains the number of days in a month, week, year, etc.

(c) A science teacher uses the sun and the moon to explain the phenomenon of day and night.

LESSON THIRTY-FIVE

The Big Question of Why

A. STRUCTURAL CONTENT

Nga'a...?   Kay...

B. MICRO-DIALOGUES

1.

M1:	Nga'a makadtu ka sa tindahan?	Why will you go to the store?
	Nga'a makadtu ka sa Hilo?	Why will you go to Hilo?
M2:	Kay mabakal aku sang sorbete.	Because I will buy ice cream.
	Kay may 'appointment' aku sa doktor.	Because I have an appointment with the doctor.

C1: Nga'a makadtu ka sa tindahan?
Kay mabakal aku sang sorbete.

C2: Nga'a makadtu ka sa Hilo?
Kay may 'appointment' aku sa doktor.

2.

M1:	Nga'a nagdalagan si Alfredo?	Why did Alfredo run?
	Nga'a nagdalagan si Alicia?	Why did Alicia run?
M2:	Kay nagdali' sya.	Because he was in a hurry.
	Kay ulihi na sya.	Because she was already late.

C1: Nga'a nagdalagan si Alfredo?
Kay nagdali' sya.

C2: Nga'a nagdalagan si Alicia?
Kay ulihi na sya.

C. DRILLS

1. Repetition Drill

Nga'a masulat ikaw?	Why will you write?
Nga'a makadtu ka sa Pilipinas?	Why will you go to the Philippines?
Nga'a madiskurso si Presidente Nixon?	Why will President Nixon speak?
Nga'a mabakal ka sang sigarilyo?	Why will you buy cigarettes?
Nga'a matulug ka subung?	Why will you sleep now?
Nga'a nag'upud si Tomas?	Why did Thomas go with them?
Nga'a nagkadlaw ka?	Why did you laugh?
Nga'a natuyu sya subung?	Why is she sleepy now?
Nga'a naghibi' si Gloria?	Why did Gloria cry?
Nga'a nagpalta si Jose kahapun?	Why was Jose absent yesterday?

2. Question and Answer Drill

Provide answers to the following questions. The answers can be anything provided they are grammatically correct. (Some guidelines are given.)

Nga'a matulug ka subung?	Kay ginatuyu aku.
Nga'a makadtu ka sa Pilipinas?	Kay gusto ku magtudlu' sang manga bata' sa Pilipinas.
Nga'a mabakal ka sang sigarilyo?	Kay matabaku' aku.
Nga'a nagdala ka sang libro?	Kay mabasa aku.
Nga'a nagkadlaw ka?	Kay nagkadlaw man sila.
Nga'a gusto mu magtrabaho sa baryu?	Kay kinahanglan sang manga tawu sa baryo ang bulig.
Nga'a 'Science' ang 'major' mo?	Kay luyag aku sang 'Science'.

3. Chain Drill. Teacher starts the chain:

T: Nga'a ari ikaw sa Honohina?

S1: Kay naga'training' aku sa Peace Corps.

S1: Nga'a ari ikaw sa Honohina?

S2: Kay naga'training' aku sa Peace Corps.
Nga'a ari ikaw sa Honohina?

S3: Kay naga'training' aku sa Peace Corps.
etc.

Substitute ikaw with: si Arturo
si Charley Rech
si Mr. Guerrero

D. GRAMMATICAL EXPLANATION

Sentence pattern:

(a)

IP *Vb *Act

(1) Nga'a nagdalagan ka?

(2) Nga'a nagatahi' ang mananahi'?

(1) 'Why did you run?'
(2) 'Why is the seamstress sewing?'

(b)

Conj *Vb *Act *Obj/*Dir

(1) Kay nagdali' sya.

(2) Kay nagkuha' si Maria sang dagum.

(3) Kay makadtu kami sa Hilo.

(1) 'Because he/she is in a hurry.'
(2) 'Because Maria got a needle.'
(3) 'Because we will go to Hilo.'

*Act

Pronl	PerName	N	
	si PerName	ang N	
ikaw			'you (singular)'
kamu			'you (plural)'
	si Marta		'Marta'
	si Josefa		'Josefa'
		ang doktor	'the doctor'
		ang pintor	'the painter'

*Obj

sang N

sang libro 'a book'

sang mani 'a peanut'

*Dir

sa Dir

sa Manila 'to Manila'

sa syudad 'to the city'

*Vb

/nag-/	/naga-/	/ma-/	/maga-/
nagsulat			
	nagasulat		
		masulat	
			magasulat

E. VOCABULARY LIST

(was) absent	/nag/pálta
because	káy
cigarette	sigarílyo
cried	/nag/hibi'
hurry(ed)	/nag/dalí'
laugh(ed)	/nag/kádlaw
why	ngá'a

F. CUMULATIVE DIALOGUE

A1: Nga'a ang Peace Corps nagapadala sang manga ma'estra sa ibang nasyon?

B1: Kay gusto sang Amerika magbulig sa manga tawu sang kalibutan.

A2: Nga'a, wala' bala sang problema ang Amerika?

B2: May ara'. Madamu' gani'. Pero gusto lang sang manga Amerikano magkadtu sa ibang lugar para maghimutad sang pangabuhi sang manga tawu nga indi' Amerikano.

A3: Ma'ayu ina'. Pero indi' bala, 'propaganda' lang ang Peace Corps?

B3: Indi', ang Peace Corps ginhimu ni Presidente Kennedy kag ni Presidente Johnson para gid sa pagbulig sa ibang tawu.

A4: Madamu sang kwarta ang Amerika, anu? Magastu ang pagpadala sang manga bata sa Asya, sa Afrika, kag kun di'in pa nga lugar.

B4: Hu'u, gani'. Pero ina' ang ginasiling nga kinahanglan sang Amerika ang manga amigo sa ibang lugar. Mahal nga 'project'.

G. VOCABULARY LIST

country, nation	nasyón
life, way of life	pangabúhi'
made, did	/gin/hímu
(to) observe	/mag/himútad
world, earth	kalibútan

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Question and Answer Drill.

Responses can be any logical response to questions, provided these are grammatically acceptable to native speakers.

2. Suggested Role-playing Situations.

(a) Have the students defend the existence of the Peace Corps to an inquiring crowd of young students in Bacolod.

(b) Can Americans defend the presence of the United States in Asia?

(c) A PCV goes to a cockfight to bet on a cock owned by a friend.

LESSON THIRTY-SIX

For Whom?

A. STRUCTURAL CONTENT

Para kay sin'u...? Para kay...'
sa anu sa

B. MICRO-DIALOGUE

M1:	Para kay sin'u ang bulak?	For whom is the flower?
	Para sa anu ang bulak?	What is the flower for?
M2:	Para kay Miss Ramos.	For Miss Ramos.
	Para sa imu.	For you.
	Para sa lamesa ni Miss Ramos.	For Miss Ramos' table.

C1: Para kay sin'u ang bulak?
Para kay Miss Ramos.

C2: Para kay sin'u ang bulak?
Para sa imu.

C3: Para sa anu ang bulak?
Para sa lamesa ni Miss Ramos.

C. DRILLS

1. Repetition Drill. Teacher should distribute drawings and pictures for the students to use:

Para sa akun ang retrato.	The picture is for me.

imu
iya
atun
amun
inyu
ila

Para kay Nena ang regalo.	The gift is for Nena.
Rosita	
Renato	
Miguela	

2. Expansion Drill

Para sa bata.

ang pagka'un
sa ibabaw
sang lamesa

Para kay Manang Alicia.

ang libro
sa idalum
sang estante

Para sa akun.

magulang
manga
ang prutas
sa sulud
sang kahun
sa kilid
sang aparador

D. GRAMMATICAL EXPLANATION

1. Para means 'for'. When combined with kay sin'u 'whose', para kay sin'u means 'for whom'.

2. Para sa anu means 'what for'.

E. VOCABULARY LIST

for whom	para kay sín'u
gift	regálo
picture	retráto

F. CUMULATIVE DIALOGUE

A1: Mabakal aku sang bulak.

B1: Anung klase?

A2: Ina nga manga rosas. Tagpila ang dosena sina'?

B2: Tag ₱4.00.

A3: Mahatag sa ₱3.50? Regalo ku sa akun nobya.

B3: Indi' mahimu sa ₱3.50. ₱3.80 gid.

A4: Sigi. May 'delivery service' kamu?

B4: Hu'u, para kay sin'u ini?

A5: Ari ang iya 'address'. Pa'deliver' nalang bwas. Diyas nya abi.

B5: Pila ka dosena ang baklun mu?

A6: Duha ka dosena. Ari ang bayad, o. May bayad ang 'delivery'?

B6: Wala', libre para sa amun manga suki'.

G. VOCABULARY LIST

birthday	díyas
favorite customer, or regular customer	súki'
free	líbre
roses	rósas
sweetheart, girlfriend	nóbya

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 3)

1. Repetition Drill.

Bring pictures or articles which students are to use while the drill is in progress. You can substitute names of different articles.

2. Suggested Role-playing Situations.

(a) A teacher hands out Christmas presents to his class.

(b) A family picks up their Christmas presents from under the tree during Christmas Day.

LESSON THIRTY-SEVEN

Which One?

A. STRUCTURAL CONTENT

Di'in sini...?
sina'
sadtu

B. MICRO-DIALOGUE

M1:	Di'in sini ang relo ni Daniel?	Which of these is Daniel's watch?
	Di'in sina' ang libro ni Daniel?	Which of those is Daniel's book?
	Di'in sadtu ang kwarto ni Daniel?	Which of those (yonder) is Daniel's room?
M2:	Ini ang relo ni Daniel.	This is Daniel's watch.
	Ina' ang relo ni Daniel.	That is Daniel's watch.
	Atu ang relo ni Daniel.	That (yonder) is Daniel's watch.

C1: Di'in sini ang relo ni Daniel?
Ini ang relo ni Daniel.

C2: Di'in sina' ang libro ni Daniel?
Ina' ang libro ni Daniel.

C3: Di'in sadtu ang kwarto ni Daniel?
Atu ang kwarto ni Daniel.

C. DRILLS

1. Fixed Substitution Drill

Di'in sini ang libro ku?
sya mu
katre niya

balay nila
lamesa natun

Di'in sina' ang awtu ni Carlos?
bola Tony
bayu' Maria
tsinelas Victoria
delargo Jose

Di'in sadtu ang blosa sang dalaga?
falda babayi
hampangan bata
tabaku' lolo
makinilya sekretarya

2. Movable Substitution Drill

Ini ang balay nila.
_______________ku
Ina'_______________
_________singsing__
_______________nya
Atu_________________
_________sang manga estudyante
_______________ni Mrs. Motus
_______________sang soltero

3. Transformation Drill. Convert the following statements into questions using either sin'u or di'in sini.

Ini ang imu.	Di'in sini ang imu?
Si Tomas ina'.	Sin'u ina'?

Si Mrs. Tolentino ina'.
Atun ini.
Ini ang balay sang hefe.
Atu ang iluy sang akun eskwela.

D. GRAMMATICAL EXPLANATION

1. The form for 'which' in Hiligaynon is dependent on the distance between the objects and the speaker. When the objects are near the speaker, di'in sini is used. When the objects are far from the speaker, di'in sina' is used. When the objects are very far from both the speaker

and the hearer, di'in sadtu is used.

E. VOCABULARY LIST

chief	hefe
grandfather	lólo
ring	síngsing
tobacco, cigar	tabáku'
toy	hampángan
(which of) these	/di'ín/ siní'
(which of) those	/di'ín/ siná'
(which of) those (yonder)	/di'ín/ sádtu

F. CUMULATIVE DIALOGUE

A1: Kay sin'u 'fountain pen' ini?

B1: Ambut. Basi' 'fountain pen' sang bata ina'.

A2: Di'in sina'? Ina'?

B2: Hu'u, ina' sya.

C1: Indi', 'fountain pen' ni Jose ina'.

A3: 'Fountain pen' mu ini, Jose?

D1: Hu'u, akun ina'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Bring pairs of visual aids to illustrate the concept 'which' without going into translation.

2. Transformation Drill.

   The statements are the possible answers which start with either sin' or di'in sini. The teacher gives the statements and the students provide possible questions which will elicit the kind of answers cued.

3. Have the students do Written Exercise 9 from the supplementary materials for a brief review on deictics. Check the papers in class. Allow only five or ten minutes for this exercise.

4. Suggested Role-playing Situations.

(a) Two roommates study for their exams. One requests the other to hand him a book which is in the middle of a pile of books. The other requests his friend to pass him his notebook from the desk in the corner of the room.

(b) A female PCV goes to a clothing store to buy several kinds of material for some dresses she would like to have sewn for her.

UNIT VIII

Modifiers

LESSON 38: The Colors

LESSON 39: Descriptions

LESSON 40: Comparisons

LESSON 41: Superlatives

LESSON 42: The Mostest

UNIT VIII

Modifiers

There are a limited number of words in Hiligaynon which are modifiers in themselves. Most of the modifiers are derived from nouns and affixed with modifying affixes /ma-/ or /ka-/.

The most common way to form modification or attribution in Hiligaynon is by putting a nga between two words which may be a noun and a noun, a noun and an adjective, a noun and a deictic, or a noun and a verb. The nga signals the attribution of one word to the other.

bata' nga lalaki	'a male child'
bata' nga maniwang	'a thin child'
bata' nga ina'	'that child'
bata' nga nagahibi'	'the child who is crying'

Nga can be affixed as a /-ng/ after words ending in a vowel, as a /-g/ after words ending in n.

There are degrees of comparison in Hiligaynon. The most common way of forming a comparative or superlative degree comparison is by adding the particle mas before the modifier in the sentence. The superlative degree can also be formed by affixing /pinaka-/ to adjectives.

Si Luisa matahum.	'Luisa is beautiful.'
Si Lourdes mas matahum kay Luisa.	'Lourdes is more beautiful than Luisa.'
Mas matahum si Carmela sa tanan.	'Carmela is most beautiful of all.'
Pinakamatahum si Carmela.	'The most beautiful is Carmela.'

LESSON THIRTY-EIGHT

The Colors

A. STRUCTURAL CONTENT

Base adjectives

B. MICRO-DIALOGUE

M1:	Anu ang kolor sang bulak?	What is the color of the flower?
	Kamusta ang imung bag'ung sapatus?	How is your new pair of shoes?
M2:	Pula ang bulak.	The flower is red.
	Hu'ut.	It is tight.
C1:	Anu ang kolor sang bulak?	
	Pula ang bulak.	
C2:	Kamusta ang imung bag'ung sapatus.	
	Hu'ut.	

C. DRILLS

1. Fixed Substitution Drill

Pikit ang bayu'.	The dress is tight.
kamisadentro	shirt
delargo	long pants
Halug ang sapatus.	The pair of shoes is loose.
medyas	socks
pantalon	long pants
singsing	ring
Dalag ang papel.	The paper is yellow.
'polo shirt'	sport shirt
baso	glass
panyu'	handkerchief
husay	comb
pinta	paint

Rosa ang bayu' nya.	Her dress is pink.
sobre	envelope
papel	paper
tela	cloth

Lila ang bulak.	The flower is violet.
laya'	withered
berde	green
asul	blue
daku'	big
dyutay	small

Hilaw ang isda'.	The fish is raw.
lutu'	cooked
buhi'	alive

D. GRAMMATICAL EXPLANATION

1. Some modifiers appear in the base form without affixes or markers attached to them. This is, however, true only of some adjective forms.

2. Sentence pattern:

Comment	Topic	
Adj	ang N	
Pikit	ang bayu'.	'The dress is tight.'
Pula	ang papel.	'The paper is red.'

E. VOCABULARY LIST

alive	buhí'
big	dakú'
blue	asúl
color	kolór
envelope	sóbre
green	bérde
loose	halúg
new	bág'u
paint	pínta
pants	pantalón
pink	rósa
raw, unripe	hiláw
red	pulá
small, little	dyútay

right	hu'út, pikít
violet	líla
withered	layá'
yellow	dalág

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Since this lesson is practically a review of equational sentence patterns, swift and brisk drilling can be done by introducing the colors in a meaningful way using visual aids. A model or drawing of a rainbow of colors should be brought to class for this.

2. Students go over Supplementary Vocabulary List 31, Colors.

3. Suggested Role-playing Situations.

   (a) Have students describe the colors of each others' clothes.

   (b) Have a clothing store or a flower shop set up in the room and role-play a customer-salesman situation.

LESSON THIRTY-NINE

Descriptions

A. STRUCTURAL CONTENT

...nga...

B. MICRO-DIALOGUE

M1:	Di'in ang bata' nga lalaki?	Where is the male child?
	Di'in ang bata' nga dyutay?	Where is the small child?
	Di'in ang bata' nga naghibi'?	Where is the child who cried?
	Di'in atu nga bata'?	Where is that child?
M2:	Ari sa sulud.	He is in here.
	Atu sa gwa.	He is outside.
	Ari nagakatulug sa katre.	Here sleeping in the bed.
	Sa idalum sang lamesa.	Under the table.

C1: Di'in ang bata' nga lalaki?
Ari sa sulud.

C2: Di'in ang bata' nga dyutay?
Atu sa gwa.

C3: Di'in ang bata' nga naghibi?
Ari nagakatulug sa katre.

C4: Di'in atu nga bata'?
Sa idalum sang lamesa.

C. DRILLS

1. Substitution Drill. Insert a nga between the two nouns, the adjective and noun, the noun and verb, or the deictic and noun to form attributive phrases:

Ang bata' lalaki.	The child is a boy.
Ang bata' nga lalaki	The male child
Ang babayi matahum.	The girl is beautiful.
Ang bayu' dekolor.	The dress is multicolored.
Ang amay abogado.	The father is a lawyer.
Ang estudyante mapisan.	The student is diligent.
Ang dalaga ma'estra.	The young woman is a teacher.
Ang soltero bugalun.	The young man is proud.
Ang panaptun nag'ugis.	The cloth faded.
Ang iyang utud propesor.	His brother is a professor.
Ang eskwela nagabasa.	The pupil is reading.
Ang tawu maniwang.	The man is thin.
Ang dalaga reyna.	The young lady is a queen.
Ang manga ginikanan nagahambal.	The parents are talking.

2. Completion Drill. Complete the sentence by supplying a phrase introduced by nga:

1.	matahum	Ang babayi_____nagkadtu sa tyenda.
2.	utud	Si Maria_____ni Marta nagapungku' da' sa sya.
3.	akun	Si Mr. Luces_____tiyo nagpa'uli sa Bacolod.
4.	pula	Ang bayu'_____nag'ugis.
5.	daku'	Ang eskwelahan____madamu' sang estudyante.
6.	Presidente	Si Johnson____makadtu sa 'France'.
7.	maniwang	Nagdalagan ang bata'________.
8.	ma'alam	Ang eskwela______nagmasakit.
9.	bugalun	Gusto magdiskurso ang____kandidato.

3. Deletion Drill

	Cue
Inang librong pula kag kwardernong asul ang akun manga butang.	pula asul ina' manga libro kag

4. Integration Drill

Ang babayi matahum. Ang babayi reyna.

Ang matahum nga babayi reyna.

Si Mr. Torres amay ni Rosemelia.	Si Mr. Torres atu didtu sa Negros.

____

Si Roberto doktor.	Si Roberto utud ni Reynaldo.

____

Ang hardin daku'.	Ang hardin madamu sang tanum.

____

Ang manga bayu' pula.	Ang manga bayu' madamu'.

____

D. GRAMMATICAL EXPLANATION

Sentence patterns:

	Comment	*Topic	*Comment
	IP/D		
(1)	Di'in	ang bata' nga ina'?	
(2)	Di'in	ang dyutay nga bata'?	
(3)	Ari diri	ang bata'	sa sulud.

(1) 'Where is that child?'
(2) 'Where is the small child?'
(3) 'The child is here inside.'

*Topic

Adj	N	D	V	nga	Adj
	ang N				
dyutay				nga	
	ang bata'			nga	
		ini		nga	
			nagsulat	nga	dyutay
	ang bata'				
	ang bata'				

(*Topic pattern continued on following page)

*Topic pattern continued:

N	D	V	
bata'			'small child'
			'the small child'
balay			'this house'
babayi			'the lady who is writing'
	ina'		'that child'
		nagsulat	'the child who wrote'

*Comment

Obj	Dir	
sang N	sa Dir	
sang panaptun		'a piece of cloth'
sang reyna		'of a queen'
	sa kandidato	'to the candidate'
	sa baryo	'to the barrio'

E. VOCABULARY LIST

beautiful	/ma/tahúm
candidate	kandidáto
cloth	panáptun
colored, multi-colored	dekolór
diligent	/ma/písan
fade(ed)	/nag/ugís
proud, haughty	bugalún
queen	réyna
(got) sick	/nag//ma/sakít
smart, bright	/ma/'álam
thin	/ma/níwang

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 32, Hiligaynon Base Adjectives and Formatives.

2. Completion Drill

   Students are to complete the sentences by supplying a phrase introduced by nga in the blanks provided. This drill can be utilized as a written exercise, especially in intensive language programs when class hours extend from five to eight hours a day.

3. Suggested Role-playing Situations.

   (a) A class votes on where to go for a field trip. Each student tries to defend his suggestion.

   (b) A PCV refuses an invitation to a baptismal party because of a prior invitation to a birthday party.

4. Introduce riddles from the supplementary materials section.

LESSON FORTY

Comparisons

A. STRUCTURAL CONTENT

/ma-/ adjective formative

B. MICRO-DIALOGUES

1.

M1: Mabakal ka sining pulang 'sweater'?	Are you going to buy this red sweater?
Mabakal ka sining madamul nga 'sweater'?	Are you going to buy this thick sweater?
M2: Kun barato.	If it is cheap.

C1: Mabakal ka sining pulang 'sweater'?
Kun barato.

C2: Mabakal ka sining madamul nga 'sweater'?
Kun barato.

2.

M1: Maniwang sya. Maniwang si Myrna.	He/she is thin. Myrna is thin.
M2: Maniwang man ikaw. Pero matambuk si Teresita.	You are thin also. But Teresita is fat.

C1: Maniwang sya.
Maniwang man ikaw.

C2: Maniwang si Myrna.
Pero matambuk si Teresita.

C. DRILLS

1. Repetition Drill

Ma'alam ang manga estudyante.	The students are smart.

Mapisan ang manga tawu.	The people are diligent/ industrious.
Ma'abi'abihun ang manga ginikanan.	The parents are friendly.
Malaba' ang lapis.	The pencil is long.
Malamig ang tyempo.	The weather is cold.
Magin'ut ang tyempo.	The weather is warm.
Madasig ang bata'.	The child is fast.
Ma'arte ang ma'estra.	The teacher is artistic.

2. Substitution Drill

Matambuk ang bata'.	The child is fat.
matahum	beautiful
maniwang	thin
madasig	fast
malaw'ay	ugly
mala'in	bad
mahinay	slow
ma'ayu	well, good

Ma'abi'abihun man aku. I am also friendly.

ikaw
sya
kita
kami
kamu
sila
si Pedro
and direktor

3. Expansion Drill. Expand the sentences by inserting nga and the descriptive word given:

		Cue
matambuk	Matambuk nga bata sya.	bata
ma'abi'abihun		
mapisan		
maputi'		
ma'itum		
maswerte		
mabu'ut		

4. Deletion Drill. Take out the pronouns from the following sentences:

Madamu' ang akun mais.	I have much corn.
Madamu' ang ma'is.	There is plenty of corn.

Madamu' ang iyang repolyo.
Madamu' ang amun sibuyas.
Madamu' ang ila prutas.
Madamu' ang inyu tanum.

Madaku' ang ila balay.
Madaku' ang akun kwarto.
Madaku' ang inyu eskwelahan.
Madaku' ang atun puloy'an.

5. Expansion Drill. Insert a possessive pronoun in the following sentences:

Madamu' ang ma'is. sya There is much corn. he
Madamu' ang iyang ma'is. He/she has much corn.

Madamu' ang kamatis.	aku
Madamu' ang tanum.	kita
Madamu' ang pinya.	kamu
Madamu' ang papel.	ikaw
Madamu' ang mani.	sila

6. Conversion Drill. Give the opposite description for the following sentences:

Matahum ang babayi.	The girl is beautiful.
Malaw'ay ang babayi.	The girl is ugly.
Mapisan ang bata'.	The child is diligent.
Mata'as si Pedro.	Peter is tall.
Maniwang si Consuelo.	Consuelo is thin.
Maputi' ang manga Amerikano.	Americans are fair in complexion.
Madamu' ang libro sa lamesa.	There are many books on the table.
Mahinay ang trak.	The truck is slow.
Magamay ang manghud.	The younger child is small.
Malip'ut ang bayu'.	The dress is short.
Mabaskug ang radyo.	The radio is loud.
Masabad ang manga eskwela.	The pupils are troublesome.

Malayu' ang suba'.	The river is far.
Makusug si Juan.	John is strong.
Matalum ang kutsilyo.	The knife is sharp.
Manamit ang pagka'un.	The food is delicious.

D. GRAMMATICAL EXPLANATION

1. /ma-/ makes adjectives out of certain roots:

tahum	'beauty'
matahum	'beautiful'
init	'heat'
ma'init	'hot, warm'
daku'	'big'
madaku'	'big'

E. VOCABULARY LIST

bad	/ma/lá'in
cheap	baráto
cold (weather)	/ma/lamíg
dark in complexion, black	/ma/'itúm
delicious	/ma/námit
fair in complexion white	/ma/putí'
fast	/ma/dásig
fat, stout	/ma/támbuk
house, dwelling	pulúy'an
if	kun
kind, approachable	/ma/'abí'abíhun, /ma/bú'ut
long	/ma/lába'
lucky	/ma/swérte
noisy	/ma/sábad
resonant, strong	/ma/báskug
river	subá'
sharp	/ma/talúm
short	/ma/líp'ut
slow	/ma/hínay
small	/ma/gamáy
strong	/ma/kúsug
tall	/ma/tá'as
thick	/ma/dámul
ugly	/ma/láw'ay
vain, artistic	/ma/'árte
warm (weather)	/ma/gín'ut
weather	tyémpo

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Expansion Drill.

This drill can be cued by using flash cards. The permanent cue is bata', so this card should be displayed throughout the drill. The modifiers change as the drill progresses. When all the modifiers have been used, perhaps the permanent cue word can be changed to another word which will also take all the modifiers given to form logical and acceptable sentences.

2. Deletion Drill.

Only one word is taken away from the cue sentence each time.

3. Conversion Drill.

The positive attribute is changed to a negative one or the negative is changed to a positive one depending on the cue sentence.

4. Suggested Role-Playing Situations.

(a) Bring to class pictures of objects that contrast in size, shape, color, etc., and let the students describe the differences.

(b) A walking trip around the campus or training site may prove interesting and profitable for vocabulary increase and meaningful retention of new terms.

5. Introduce the song, Uyang, Uyang.

LESSON FORTY-ONE

Superlatives

A. STRUCTURAL CONTENT

/ka-/ adjective superlative

/ka-/ + base + sa + NP
kay
sang

B. MICRO-DIALOGUES

1.

M1:	Katahum sa imu.	How beautiful you are.
	Katamad sa imu.	How lazy you are.
M2:	Salamat.	Thank you.
	Wala' aku sa kondisyon subung.	I am not in the right mood today.
C1:	Katahum sa imu.	
	Salamat.	
C2:	Katamad sa imu.	
	Wala' aku sa kondisyon subung.	

2.

M1:	Kata'as kay Pedro.	How tall Pedro is.
	Katambuk kay Gloria.	How fat Gloria is.
M2:	Hu'u, hasta sa iyang abaga lang aku.	Yes, I come up only to his shoulders.
	Ind i' man, a.	Not really.
C1:	Kata'as kay Pedro	
	Hu'u, hasta sa iyang abaga lang aku.	
C2:	Katambuk kay Gloria.	
	Indi' man, a.	

3.

M1:	Katahum sang aritus mu.	How nice your earrings are.
	Katahum sang dagat.	How nice the sea is.

M2: Salamat. Matahum man ang imu.	Thanks. Yours is also nice.
Hu'u, siguru kanami maglanguy subung.	Yes, it may be nice to go swimming.

C1: Katahum sang aritus mu.
Salamat. Matahum man ang imu.

C2: Katahum sang dagat.
Hu'u, siguru kanami maglanguy subung.

4.

M1: Anu kalayu' ang suba'?	How far is the river?
Anu kalapit ang suba'?	How near (not far) is the river?
M2: Ara' lang, o.	It's just there.
Ara' sa likud sang bungtud.	There behind the hill.

C1: Anu kalayu' ang suba'?
Ara' lang, o.

C2: Anu kalapit ang suba?
Ara' sa likud sang bungtud.

C. DRILLS

1. Repetition Drill

Kadasig sa ila.	How fast they are.
Kahinay sa imu.	How slow you are.
Kadugay sa inyu.	It took you so long.
Kakapuy sa akun.	How tired I am.
Kagahud sa atun.	We are very noisy.
Kadyutay sa amun.	We are very few.
Ka'ayu kay Pedro.	How good Pedro is.
Kadaku' kay Juan.	Juan is very big.
Katahum kay Teresa.	How beautiful Terry is.
Kapula kay Gamelo.	How red Gamelo is.
Kadaku' sang balay.	The house is very big.
Kadyutay sang tawu.	The people are very few.
Kagin'ut sang tyempo.	How warm it is.

Kalamig sang tyempo.	How cold it is.
Kagwapo sang lalaki.	How handsome the man is.
Kabudlay sang leksiyon.	The lesson was very hard.

2. Completion Drill. Choose between a /ma-/ or a /ka-/ formative affix for the following bases:

________berde sang tanum.
________niwang sang karbaw.
________ta'as ang kahuy.
________tambuk ang bata'.
________gin'ut ang tyempo.
________daku' sang bola.
________sakit ang tiyan ku.
________tugnaw ang tubig.
________dyutay sang manga tawu.
________damu' ang manga estudyante.
________gahud ang manga bata'.

3. Completion Drill. Construct your own sentences using the markers given, providing your own adjectives and the correct affixes to go with them. Provide also the noun to be modified.

Mata'as ang kahuy.

1. ________ang________
2. ________sang________ .
3. ________ang________
4. ________ang________
5. ________sang________

4. Fixed Substitution Drill

Katahum sang ila balay. How beautiful their house is.

kadyutay
kata'as
kalaw'ay
kadaku'
kalaba'

Anu kalayu' ang	suba?	How far is the	river?
kalapit	baybay	close	beach
kalaba'	dalan	long	road
kadasig	awto	fast	car
kadugay	sini	long	movie
kasutil	bata'	naughty	child

5. Expansion Drill. Add the cued adjectives to the following sentences:

Ang balay malapit sa suba'.

matahum
daku'
malapad

Ang idu' naglakat sa lagwerta.

matambuk
matinlu'
puti' kag itum

Ang bata' naga'estar sa balay.

si Pedro
lalaki
pula

D. GRAMMATICAL EXPLANATION

1. /ka-/ can function as an adjective formative affix expressing exclamatory quality, or superlative degree of comparison.

2. /ka-/ also functions as a noun formative affix expressing abstractness of a quality.

3. Sentence patterns:

(a)

	Adj	Comp							
		sa	Pron2	kay	PerName	sang	Pron2	N	Pron3
(1)	Katahum	sa	imu.						
(2)	Katahum			kay	Clarita.				
(3)	Katahum					sang		babayi.	
(4)	Katahum					sang	inyu	balay.	
(5)	Katahum					sang		balay	ninyu.

(1) 'You are so pretty.'
(2) 'Clarita is so pretty.'
(3) 'The lady is so pretty.'
(4) 'Your house is so pretty.'
(5) 'Your house is so pretty.'

(b)

	Comment	Topic	Comment	
	IP	ang ka-R	sang N	ni PerName
(1)	Anu	ang kalaba'un	sang bayu'?	
(2)	Anu	ang katason		ni Jose?

(1) 'How long is the dress?'
(2) 'How tall is Jose?'

E. VOCABULARY LIST

clean, pure	/ma/tínlu'
condition, mood	kondisyón
difficult, hard	/ka/búdlay
earrings	arítus
handsome	/ka/gwápo
long (time)	/ka/dúgay
naughty	/ka/sutíl
noisy	/ka/gáhud
path, cleared path	dálan
similar	daw sa, daw
stomach, abdomen	tiyán
until	hásta
wide	/ma/lápad

F. CUMULATIVE DIALOGUE

A: Uy, Maria, kadaku' na gali' sang bata' mu?

B: Hu'u, nagalakat na sya.

A: Pila ka tu'ig na ang iyang edad?

B: Duha ka tu'ig na sya karung Mayo.

A: Kag kagwapa gid sa iya. Daw sa manyika' bala.

B. Abaw, pero kasutil sa iya, mu. Kun anu gani' ang iya gusto, makuha' gid nya. Kahibalo na mag'arte. Palangga' abi sya sang iya amay.

A: Nagahambal na sya?

B: Wala' pa. Nagada-da-da palang. Kahibalu ka na kun anu ang manga bata'. Ti', ari ka nalang anay. Mamasyar kami sa plasa kay gusto gid ni Marta maghampang sa manga pispis didtu.

A: Sigi. Makadtu man aku sa tindahan kay kinahanglan ku ang isa ka gantang nga bugas para sa amun panyapun karun.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

Again this can be made into a written exercise for intensive language programs to give the instructor a rest from modelling. Cues can be written on flash cards beforehand and flashed alternately. Since there are only two different terms, only two cards are needed.

2. Suggested Role-playing Situations.

(a) An American describes America and the American people to a group of young boys and girls.

(b) Describe the government of the United States.

(c) A bachelor PCV goes serenading with a group of local boys.

LESSON FORTY-TWO

The Mostest

A. STRUCTURAL CONTENT

Mas for comparison of qualities

/pinaka-/ for superlative

B. MICRO-DIALOGUES

1.

M1:	Matahum si Maria.	Mary is beautiful.
	Manggaranun si Maria.	Mary is rich.
M2:	Mas matahum si Daisy.	Daisy is more beautiful.
	Mas manggaranun si Daisy.	Daisy is richer.
C1:	Matahum si Maria. Mas matahum si Daisy.	
C2:	Manggaranun si Maria. Mas manggaranun si Daisy.	

2.

M1:	Sin'u ang pinakamata'as?	Who is the tallest?
	Mata'as si Carlos sa tanan?	Is Carlos the tallest of all?
M2:	Si Carlos ang pinakamata'as.	Carlos is the tallest.
	Hu'u, mata'as si Carlos sa tanan.	Yes, Carlos is tallest.
C1:	Sin'u ang pinakamata'as? Si Carlos ang pinakamata'as.	
C2:	Mata'as si Carlos sa tanan? Hu'u, mata'as si Carlos sa tanan.	

3.

M1:	Mas mahisa' si Ana kay Maria.	Ana is more envious than Maria.
	Mas daku' ini kay sa diri.	This is bigger than this one.
M2:	Si Carmen ang mas mahisa sa tanan.	Carmen is the most envious of all.
	Mas daku' atu sa tanan.	That is biggest of all.
C1:	Mas mahisa si Ana kay Maria.	
	Si Carmen ang mas mahisa sa tanan.	
C2:	Mas daku ini kay sa diri.	
	Mas daku' atu sa tanan.	

C. DRILLS

1. Repetition Drill

Matam'is ini.	This is sweet.
Mas matam'is ini kay sa ina'.	This is sweeter than that.
Pinakamatam'is atu.	That is sweetest.
Mapisan si Roberto.	Roberto is diligent.
Mas mapisan si Danilo.	Danilo is more diligent.
Mapisan si Senen sa tanan.	Senen is the most diligent of all.
Malamig ang Pebrero.	February is cold.
Mas malamig ang Desyembre.	December is colder.
Mas malamig ang Enero sa tanan.	January is coldest of a

2. Fixed Substitution Drill

Mas mahisa' si Lourdes kay Elma.	Lourdes is more envious than Elma.
mapisan	industrious
mabu'ut	kind
maputi'	fair
ma'itum	dark

Mas manamit ang adubu.	Adobo is more delicious.
ma'aslum	sour
ma'alat	salty
ma'pait	bitter

Pinakamabu'ut si Adelaida.	Adelaida is the kindest.
mapisan	
mahisa'	
maputi'	
ma'itum	

D. GRAMMATICAL EXPLANATION

1. Mas expresses comparative degree. It also expresses the superlative degree if used with the phrase sa tanan. It can be omitted provided the compared elements are both mentioned in the sentence.

Mas mata'as si Pedro sa akun.	'Pedro is taller than I am.'
Mata'as si Pedro sa akun.	'Pedro is taller than I am.'
Mas mata'as si Juan sa tanan.	'John is tallest of all.'
Mata'as si Juan sa tanan.	'John is tallest of all.'

2. The superlative degree can be constructed in two ways: with mas + sa tanan or with the prefix /pinaka-/ attached to the base. The prefix ma- in pinakamabu'ut is the adjectival formation.

Mas mata'as si Pablo sa tanan.	'Pablo is tallest of all.'
Pinakamata'as si Pablo.	'Pablo is the tallest.'

E. VOCABULARY LIST

bitter	/ma/pa'ít
envious	/ma/hísa
February	Febréro
rich	manggaran'un
salty	/ma/'álat, /ma/'asín
sour	/ma/'áslum
sweet	/ma/támis
than	kay sa

F. CUMULATIVE DIALOGUE 1--Sa Pula, Sa Puti

A1: Uy Gerardo, sa anu nga manuk ka mapusta'?

B1: Sa pula aku. Daw sa makusug gid sya.

A2: Sa puti' aku. 'Texas' siguru ina'. Makilala mu na sa iya paglakat.

B2: Sigi, pila ang imu pusta'? Ari ang akun, singko pisos.

A3: Pustahan ku ikaw. Mada'ug aku sini.

B3: Tan'awun natun. Ma'umpisa na ang bulang.

A4: Ang puti' nakun nga manuk...sigi...tira...

B4: Ay, gintira nya ang pula...Ti'...

A5: Maluya na ang puti'.

B5: Ginsiling ku na sa imu. Ang pula ang mada'ug, eh, indi' ka magpati.

A6: Ari ang imu da'ug. Bwas aku man. Maswerte ka lang subung.

G. VOCABULARY LIST

(to) believe	/mag/páti
(will) bet	/ma/pústa'
cockfight	búlang
fight, kick	tíra
may be	sigúru
weak	/ma/lúya

H. CUMULATIVE DIALOGUE 2

A: Abaw, katugnaw didtu sa akun opisina!

B: Nga'a? May 'air conditioner' kamu?

A: Hu'u, kag wala' aku magdala' sang 'sweater' ka'ina.

B: Mas matugnaw siguru sa amun. Si Mr. Smith abi gusto nya nga matugnaw gid kunu para daw sa

Amerika na. Baw! Kami nga manga Pilipino sa opisina naga'sweater' nalang.

A: Sin'u ini nga si Mr. Smith. Sya bala ang inyung bag'ung direktor?

B: Hu'u bag'u lang sya nga nag'abut halin sa New York. Sya ang matudlu' sang bag'ung manga pagbuhat sang abunu. Daw sa 'scientific adviser' bala.

A: A. Gali'. Sin'u ang mas ma'ayu sa ila, si Mr. Smith o ang da'an ninyu nga direktor?

B: Ambut lang kay wala' pa magdugay diri si Mr. Smith. Pero daw sa mas mabu'ut sya kay sa kay Mr. Williams. Tan'awun pa namun.

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. To illustrate the concept of comparison, bring three samples of an object in different sizes, or lengths, or colors. It can be flowers to illustrate beauty, or leaves to illustrate length or size.

2. Make use of narrations about activities around the training grounds to make students use the language more extensively at this point.

3. Suggested Role-playing Situations.

   (a) A science teacher introduces the concept of the roundness of the earth.

   (b) A first grade teacher introduces the rainbow scientifically.

   (c) A PCV gets his first tuba' drinking experience in a corner tyanggi'.

UNIT IX

The Aptative

LESSON 43: Talents

LESSON 44: Abilities

UNIT IX

The Aptative

The aptative is roughly equivalent to the English usage of 'can' or 'able to', i.e., the possibility that events have occurred or will occur. The aptative also expresses the ability of people to perform certain actions.

The aptative in Hiligaynon is signalled by affixes attached to the verbs. The aptative forms vary according to focus and time. Only two focus forms are presented in this unit: the aptative actor and the aptative goal.

Aptative verbal affixes are:

Actor, completed: /naka-/
Actor, proposed: /maka-:

Goal, completed: /na-/
Goal, proposed: /ma-/

LESSON FORTY-THREE

Talents

A. STRUCTURAL CONTENT

/maka-/ + NP

/naka-/

B. MICRO-DIALOGUES

1.

M1:	Makalutu' ka?	Can you cook?
	Makakanta ka?	Can you sing?
M2:	Hu'u, makalutu' aku.	Yes, I can cook.
	Indi', indi' aku makakanta.	No, I cannot sing.

C1: Makalutu' ka?
Hu'u, makalutu' aku.

C2: Makakanta ka?
Indi', indi' aku makakanta.

2.

M1:	Nakaka'un ka na?	Have you eaten already?
	Nakatudlu' ka?	Were you able to teach?
M2:	Nakaka'un aku.	I have eaten already.
	Indi' aku nakatudlu'.	I was not able to teach.

C1: Nakaka'un ka na?
Nakaka'un na aku.

C2: Nakatudlu' ka?
Indi' aku nakatudlu'.

C. DRILLS

1. Repetition Drill

Makalutu' ka bwas?	Can you cook tomorrow?
Makasa'ut ka karun?	Can you dance later?
Makabasa ka subung?	Can you read now?
Makalumpat ka sa hagdan?	Can you jump from the stairs?

Makakanta ka sa programa?	Can you sing in the program?
Makatukar ka sang pyano?	Can you play the piano?
Makatahi' ka sa makina?	Can you sew on the machine?
Makasulat ka sa ma'estra?	Can you write to the teacher?
Makatan'aw ka sang sini?	Can you see the movie?
Makasa'ut ka sang tinikling?	Can you dance the tinikling?
Makalutu' ka sang panyapun?	Can you cook dinner?
Makabasa ka sang peryodiko?	Can you read the newspaper?
Makatahi' ka sang bayu'?	Can you sew a dress?
Makaka'un ka sang litsun?	Can you eat letson?
Makalanguy ka sang malawig?	Can you swim for a long distance?
Makalumpat ka sang mata'as?	Can you jump high?
Makalaba' ka sang pantalon?	Can you wash pants?

2. Substitution Drill

Makatan'aw ka sang sini bwas?
______________________sa'ut____
____________________________karun
___________________programa____
____________________________didtu
__________________telebisyon___
____________________________nila

Makatahi' sya sang bayu' ku?
______________________pantalon
____________________________nimu
______________________blusa___
______________________falda___

3. Expansion Drill

Makatukar ka?

sa pyano
  nga 'Steinway'
    sa balay

Makatahi' si Nilda?

sang bayu'
nga 'muu-muu'
nga may bulak
para bwas

Makasa'ut ka?

sang tinikling
para sa programa
sa Dominggo

D. GRAMMATICAL EXPLANATION

1. /maka-/ is a verbal affix which denotes ability or potentiality to perform an action. It is sometimes equatable to English anxiliaries 'can' or 'may'.

2. /maka-/ expresses infinitive and proposed action, while /naka-/ expresses completed action.

3. /maka-/ often occurs in a short form /ka-/.

4. Sentence patterns follow actor focus construction patterns.

E. VOCABULARY LIST

(can) jump	/maka-/lúmpat
long (distance)	/ma/láwid
machine	makiná
roasted pig	lítsun
stairs	hágdan

F. CUMULATIVE DIALOGUE--Hiring a Maid

A1: Aku si Maria. Gusto ku tani' magtrabaho diri sa imung balay.

B1: Anu ang imu mabuhat? Makalutu' ka?

A2: Abaw, hu'u. Mayad gid aku maglutu'. Kusinera anay aku sa isa nga restaurant sa Iloilo.

B2: Makalutu' ka sang relyeno? Paborito ku ina', mu.

A3: Kahapus lang sina', Sir. Kun gusto mu eh, lutu'an ku ikaw bwas.

B3: Sus Inday, indi' ka magdali'. Makalaba ka?

A4: Hu'u, malimpyo gid ang akun linabhan.

B4: Ti', pamangkutun ku ang akun asawa kun anu ang siling nya.

.....

C1: A, sya si Maria?

A5: Hu'u, aku si Maria, Ma'am.

C2: Maria, kahibalu ka kunu maglutu' kag maglaba? Ma'ayu ina'. Kinahanglan gid namun ang labandera kag kusinera subung. Ang trabaho mu halin sa alas syete sang aga hasta sa alas otso sang gab'i. Kun hapun, ti', wala'man sang madamu' nga olubrahun. Makapahuway ka sang dyutay.

B5: Salamat. Ang akun sweldo kay Mr. Santos, beynte pisos isa ka bulan.

A6: Ti', beynte pisos man ang imu sweldo diri. Ta'asan namun kun makita namun nga ma'ayu ang imu trabaho. Diri ka mag'estar. May duha ka mutsatsa na kami para magbantay sa manga bata'. Ang imu obra ang maglutu' kag maglaba.

B6: Salamat, Mr. Reyes. Mahalin aku diri bwas.

G. VOCABULARY LIST

(washed) clothes	linábhan
easy	/ka/hapús
favorite	paboríto
know	/ka/hibalú
(will) move to, transfer	/ma/hálin
(can) rest	/maka/pahúway
salary	swéldo
stuffed chicken or fish	relyéno
work	obra, olubráhun

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

   (a) A PCV hires a maid to clean the house, cook and do the laundry for her.

   (b) A PCV hires a small boy to cook for him, and in exchange, offers to pay the boy's school expenses.

2. Introduce the poem, Ang Manga Landung.

3. Assign Written Exercise 10 from the supplementary materials.

LESSON FORTY-FOUR

Abilities

A. STRUCTURAL CONTENT

/ma-/ VR

/na-/

B. MICRO-DIALOGUES

1.

M1:	Makuha' mu ang mansanas?	Can you get the apples?
	Maka'un mu ang mansanas?	Can you eat the apples?
M2:	Hu'u, makuha' ku.	Yes, I can get it.
	Indi', busug na aku.	No, I am already full.
C1:	Makuha' mu ang mansanas?	
	Hu'u, makuha' ku.	
C2:	Maka'un mu ang mansanas?	
	Indi', busug na aku.	

2.

M1:	Nakuha' mu ang eksamin?	Were you able to take the exams?
	Nalutu' mu ang kan'un?	Were you able to cook the rice?
M2:	Hu'u, nakuha' ku ang eksamin.	Yes, I was able to take the exams.
	Wala' pa.	Not yet.
C1:	Nakuha' mu ang eksamen?	
	Hu'u, nakuha' ku ang eksamen.	
C2:	Nalutu' mu ang kan'un?	
	Wala' pa.	

C. DRILLS

1. Repetition Drill

Makuha' mu ang pahu?	Can you get the mango?
Mabaligya' sang tawu ang isda'?	Can the man sell the fish?
Madala ninyu ang manga maleta?	Can you manage to bring the bags?
Matanum natun ang sampaguita?	Can we plant the sampaguita?
Mapangayu' namun ang bulak?	Can we ask for the flower?
Ma'inum nila ang gatas?	Can they drink the milk?
Matawag sang ma'estra ang estudyante?	Can the teacher call the student?
Madala ni Maria ang mabug'at nga kahun?	Can Maria carry the heavy box?
Matapus ni Patricia ang iyang trabaho?	Can Patricia finish her work?
Nakuha mu ang pahu?	Were you able to get the mango?
Nabaligya' sang tawu ang isda'?	Was the man able to sell the fish?
Nadala ninyu ang manga maleta?	Were you able to bring the bags?
Na'inum nila ang gatas?	Were they able to drink the milk?
Natawag sang ma'estra ang estudyante?	Was the teacher able to call the student?
Nadala ni Maria ang mabug'at nga kahun?	Was Maria able to carry the heavy box?
Natapus ni Patricia ang iyang trabaho?	Was Patricia able to finish her work?

2. Conversion Drill.

(a) Change /maka-/ to /ma-/ and nominal pronouns to source pronouns in the following sentences:

Makakuha' ikaw sang manga prutas.	Makuha' mu ang manga prutas.
Makaprito sya sang manuk.	
Makala'ga si Ofelia sang karne.	
Maka'ihaw ang kusinera sang sud'an.	

Makasakay si Cielito sa barutu.
Makahambal ang pikuy sang 'hello'.
Makalupad ang pispis sang mata'as.
Makasaka' kamu sang kahuy.
Makadalagan kami sa baybay.

(b) Change the /maka-/ to /naka-/ and /ma-/ to /na-/ affixes of the verbs in the above drill:

3. Integration Drill. Make only one sentence out of the two given:

Natulug sya sa baybay. Naglanguy sya sa dagat kahapun.

Natulug sya kag naglanguy sa baybay kahapun.

Matawag nya ang iyang iluy. Matawag sya sa telepono.

____

Nakita' ni Rosita ang singsing. Nadula' ang singsing sa banyo.

____

Ma'ihaw ku ang babuy. Ma'ihaw ku sa dapug.

____

Malutu' sang kusinera ang kan'un. Malutu' man sya sang manga isda'.

____

Makakadtu kami sa Manila'. Indi' ma'upud si Vicky kay makatu sya sa Baguio.

____

D. GRAMMATICAL EXPLANATION

1. /maka-/ and /naka-/ belong to actor focus affixes; /ma-/, /na-/ are goal focus affixes.

2. Sentence patterns:

(a)

Vb	*Act	*Obj	Dir
/maka-/ /naka-/			
(1) Makatawag	sya	nimu.	
(2) Nakatawag	si Cecile		sa Hilo.

(1) 'He will be able to call you.'
(2) 'Cecile was able to call (by phone) Hilo.'

(a) *Act

Pron1	PerName	Noun	
	si PerName	ang N	
kami			'we'
kamu			'you'
	si Victor		'Victor'
	si Manuel		'Manuel'
		ang babayi	'the lady'
		ang tiyo	'the uncle'

(a) *Obj

Pron3	PerName	N	
	kay PerName	sang N	
nakun			'me'
nila			'them'
	kay Mila		'(to) Mila'
	kay Elsa		'(to) Elsa'
		sang prutas	'some fruit'
		sang lapis	'a pencil'

(b)

Vb	*Act	*Obj	Dir
/ma-/ /na-/			
(1) Matawag	ku	sya.	
(2) Natawag	ni Carlos		si Maria.

(1) 'I can call her.'
(2) 'Carlos did call Maria.'

(b) *Act

Pron3 PerName N

ni PerName sang N

niya	'he/she'
ni Jaime	'Jaime'
sang prinsipal	'principal'

(b) *Obj

Pron1 N

si PerName ang N

ikaw	'you'
si Juan	'Juan'
ang estudyante	'the student'

E. VOCABULARY LIST

(can) boil	/maka/lá'ga'
(can) broil	/maka/íhaw
canoe, row boat	barútu
examination	eksámin
(can) fry	/maka/príto
heavy	/ma/búg'at
(was) lost	/na/dúla'
luggage, piece of baggage	maléta
native jasmin	sampaguíta
parrot	pikúy
satisfied (food)	busúg

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. The reading exercise given in this lesson is to be assigned as homework. Have the students read it and formulate their own comprehension questions about the short essay. Collect the questions the next day and for a review, make the class answer orally the questions they have made.

2. Suggested Role-playing Situations.

(a) A PCV tells of his educational experiences, why he is in the Peace Corps, and what his plans are after his service with the Peace Corps is terminated.

(b) A foreigner compares his host country and his home country in terms of government, educational opportunities, and economics.

(c) A missionary tells about the concept of heaven and hell.

(d) A food production volunteer talks to barrio folks about some advantages of using fertilizer on their crops.

UNIT X

Imperatives and Causatives

LESSON 45: Let Her Do It
LESSON 46: Give It To Him
LESSON 47: Do's and Don't's
LESSON 48: In the Direction of
LESSON 49: Have Him Do It
LESSON 50: Getting Things Done

UNIT X

Imperatives and Causatives

Unit X includes:

- (a) imperatives
    - 1. actor focus: verb root
      /pag-/ VR
    - 2. goal focus: /-a/ or /-ha/
      /-i/
- (b) negative commands with /pag-/.../i-/ or /-a/ or /-a/
- (c) causative verbal affixes
- (d) /pa-/ as direction affix

The imperative affixes of the referent focus will be included in the unit dealing with that focus.

Negative commands are produced by affixing /pag-/... /-i/ or /-a/ to a root. The negative word indi' is included in the negative request construction.

Pagka'un sang mansanas.	'Eat an apple.'
Indi' pagka'una ang mansanas.	'Do not eat the apple.'

The causative mode is indicated by the affix /pa-/ and signifies that someone permits or causes an action to take place.[4] This /pa-/ can be combined with all other affixes to express causation in the different focuses and aspects.

Nagpabuhat sya sang bayu'.	'She had someone sew a dress for her.'
Ginpabuhat niya ang bayu'.	'She had someone sew the dress for her.'

Another function of the /pa-/ is to show direction or destination when affixed to place words.

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[4] Howard McKaughan and Batua Macaraya, A Maranao Dictionary, Honolulu: University of Hawaii Press. 1967, p.xiii.

*Mapa*Manila' sya.	'He/she will go to Manila.'
*Nagpa*Chicago si Lourdes.	'Lourdes left for Chicago.'

LESSON FORTY-FIVE

Let Her Do It

A. STRUCTURAL CONTENT

/pa-/ VR /-a/
/-ha/

B. MICRO-DIALOGUES

1.		
M1:	Pahulama aku palihug sang kwarta.	May I please borrow some money?
M2:	Abaw, hu'u, ikaw na gid!	Of course! (Anything for you.)
C:	Pahulama aku palihug sang kwarta. Abaw hu'u, ikaw na gid!	
2.		
M1:	Anhun ku ang bata'?	What do I do with the child?
M2:	Patuluga sya sa kwarto. Patuluga ang bata'. Patuluga.	Let her/him sleep in the room. Let her/him sleep. Let (her/him) sleep.
C1:	Anhun ku ang bata'? Patuluga sya sa kwarto.	
C2:	Anhun ku ang bata'? Patuluga sya.	
C3:	Anhun ku ang bata'? Patuluga.	
3.		
M1:	Anhun ku ang regalo?	What do I do with the gift?
M2:	Dal'a ang regalo kay Imelda.	Bring the gift to Imelda.

Kuha'a sa iya.	Get it from her.

C1: Anhun ku ang regalo?
Dal'a ang regalo kay Imelda.

C2: Anhun ku ang regalo?
Kuha'a sa iya.

C. DRILLS

1. Repetition Drill

Pahulama sya sang libro.	Let her borrow a book.
Hulama ang libro.	Borrow the book.
Pahimu'a sila sang manga baskit.	Let them make baskets.
Himu'a ang manga baskit.	Make the baskets.
Palutu'a ang mutsatsa sang utan.	Let the maid cook vegetables.
Lutu'a ang utan.	Cook the vegetables.
Pabasaha ang bata' sang libro.	Let the child read a book.
Basaha ang libro.	Make the book.

2. Substitution Drill

Papangayu'a si Angela sang dulsi para sa iyang Nanay.

Pahataga	let give
Pakuha'a	let get
Padal'a	let bring

Kantaha ang 'Tiny Bubbles'.

sa'uta	'hula'	dance	hula
pangayu'a	bulak	ask for	flower
husaya	problema	solve	problem
isipa	manga kabata'an	count	children
imna	bulung	drink	medicine

Pili'a ang bayu nga seda.	Choose the silk cloth.
bakla	buy
tahi'a	sew
himusa	put away
ayu'a	bargain
pangita'a	look for
plantsaha	iron

3. Transformation Drill. Change the causative /pa-/ + /-a/ to the imperative /-a/:

Pa'isipa sila sang manga papel.	Isipa ang manga papel.
Patudlu'a si Federico sang 'Science'.	
Pabuhata ang manga tawu sang taytay.	
Patanuma ang manga mangunguma sang humay.	
Pasakya kami sa eroplano.	
Patilawa sila sang ginamus.	
Papamahawa ang mag'asawa sang itlug.	
Pagamita si Cornelio sang makinilya.	
Patun'a si Corazon sang Hiligaynon.	

4. Question and Answer Drill. Formulate questions patterned after the model given, changing the objects as cued. Then construct responses using the verbs given:

Anhun ku ang kwaderno? dal'a Dal'a ang kwaderno.

pagka'un	kan'a
ilimnun	imna
peryodiko	basaha
baskit	hakwata
karne	pritoha
utan	la'ga'a
kafe	timplaha
basura	silhiga

D. GRAMMATICAL EXPLANATION

1. The /pa-/ usually denotes causation of action by the actor. It can mean, 'let' or 'allow'. It occurs by itself for first person actor constructions, but /pa-/ is accompanied by /-a/ in all other environments.

Patulug.	'Let me sleep.'
Patuluga.	'Let (him/her) sleep.'

2. Verb roots which can take the /-a/ suffix for imperative constructions are limited in number. /-a/ has an alternant form, /-ha/. Sometimes phonological changes occur together with affixation of /-a/.

ka'un	pakan'a
basa	basaha
inum	imna
sakay	pasakya
ayu'	ayu'a

3. Sentence patterns:

	Vb	*Obj1	*Obj2
	/pa-/ + /-a/		
(1)	Patuluga	ang bata'.	
(2)	Pahulama	sila	sang libro.

(1) 'Let the child sleep.'
(2) 'Let them borrow books.'

*Obj1

	Pronl	PerName	N
		si PerName	ang N
(1)	aku		
(2)	sila		
(3)		si Victoria	
(4)		si Josefina	
(5)			ang sekretarya
(6)			ang nars

(1) 'I, me'
(2) 'they'
(3) 'Victoria'
(4) 'Josefina'
(5) 'the secretary'
(6) 'the nurse'

*Obj2

	Pron2	PerName	N
	sa Pron	kay PerName	sang N
(1)	sa imu		
(2)	sa inyu		
(3)		kay Melda	
(4)		kay Lucile	
(5)			sang peryodiko
(6)			sang lapis

(1) 'to you (singular)'
(2) 'to you (plural)'
(3) 'to Imelda'
(4) 'to Lucille'
(5) 'with a newspaper'
(6) 'a pencil'

4. /pa-/ covers a complex of meanings (depending on the context):

   (a) the actor does the action to himself or has it done to him;
   (b) the actor has (lets, makes) someone do the action[5].

E. VOCABULARY LIST

(let) eat breakfast	/pa/pamaháw/a/
carry, lift	hakwat/á/
children	/ka/batá'/an/
choose	/pilí'/a/
count	isíp/a/
fish sauce	ginamús
married couple	mag'asáwa
mix	timpla/há/
silk	séda

F. CUMULATIVE EXERCISE. Translate this ad into Hiligaynon.

Take on the world. Take off on Pan Am. You'll get a stewardess who's from Paris, or Punta del Este, or

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[5] John U. Wolff, Beginning Cebuano Part I, New Haven: Yale University Press. 1966, p. 496.

Papeete. You'll get a pilot who's been around the world the way most people have been around the block. And you'll get a feeling for flying you just didn't have before. Just call a Pan Am agent or call Pan American World Airways. Then take off for anywhere in the world on the world's most experienced airline. PAN AM MAKES THE GOING GREAT.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

   (a) Describe your present or most recent job or activity in detail.

   (b) Give a description of your home town and your family.

   (c) Describe the weather of yesterday and today. Make a comparison if you can.

2. Go over the supplementary material on anecdotes.

3. Do a guessing game with the class. One person says, 'May ginahuna'huna' aku, 'I am thinking of something'. The rest of the group probe for hints by asking questions about the size, the color, the location, the kind, etc., about the object in question. The group can set a limit to what objects they can guess at.

LESSON FORTY-SIX

Give it to Him

A. STRUCTURAL CONTENT

/I-/ imperative affix

B. MICRO-DIALOGUE

M1:	Anhun ku ang regalo?	What will I do with the gift?
M2:	Ihatag (mu) ang regalo kay Mrs. Tu. Ihatag kay Mrs. Tu.	Give the gift to Mrs. Tu. Give it to Mrs. Tu.
C1:	Anhun ku ang regalo? Ihatag (mu) ang regalo kay Mrs. Tu.	
C2:	Anhun ku ang regalo? Ihatag kay Mrs. Tu.	

C. DRILLS

1. Repetition Drill

Ihatag ang bulak kay Vida.	Give the flowers to Vida.
Itudlu' ang kanta kay Carlos.	Teach the song to Carlos.
Ibutang ang florera sa lamesa.	Put the flower vase on the table.
Isuksuk ang kalu' kay Juan.	Put the hat on Juan.
Ikandus ang luwag sa kan'ún.	Scoop the rice with the ladle.
Iduhul ang sulat sa akun.	Hand the letter to me.
Itanum ang rosas sa hardin.	Plant the roses in the garden.
Ibakal ang kwarta sang prutas.	Buy the money with fruits.

Ilatag ang manga bayu sa initan.	Bleach the dresses in the sun.
I'abunu ang abunu sa manga tanum.	Fertilize the plants with the fertilizer.

2. Fixed Substitution Drill

Ibutang ang libro sa lamesa.
tasa
plato
platito

Ibakal ang kwarta sang bugas.
utan
bayu'
pagka'un

Ibutang ang manga sapatus sa gwa.
medyas
kalu
tanum

3. Completion Drill. Provide the /i-/ form of the verb roots for the sentences:

latag ________ang bayu'. Ilatag ang bayu'.

init ________ang tubig sa kaserola.
sulat ________ang 'address' sa kwaderno.
tungtung ________ang prutas sa lamesa.
hulug ________ang sulat sa busun.

D. GRAMMATICAL EXPLANATION

1. /i-/ is the request verbal affix which varies with the /-a/ for goal focus utterances. This prefix is also used for the beneficiary and instrumental focuses.

E. VOCABULARY LIST

(please) bleach	/i/látag
(please) drop	/i/húlug
flower vase	floréra
(please) give personally	/i/dúhul
(please) put on top	/i/túngtung

(please) scoop out	/i/kándus
sunshine	ínit/an/
wear	súksuk

F. CUMULATIVE EXERCISE.

Here is a recipe for 'Chicken Durand Saute' taken from the June 10, 1968 issue of Nation, a popular magazine published in the Philippines:

Isa ka manuk nga nakihad sang gagmay.
Tatlu ka sibuyas ginkihad nga singsing
Duha ka kamatis
Apat ka onsa nga hamun nga manipis
Harina
Asin kag pimyenta

Wisiki ang manuk sang asin kag pimyenta pagkatapus ipaligid sa harina. Inita ang lana kag ipritu ang manuk sang hinayhinay hasta malutu. Ibutang ang kinihad nga hamun sa idalum sang bandehado. Husaya ang lutu' nga manuk sa ibabaw sang hamon. Ibutang sa ibabaw sang manuk kag hamun ang manga singsing nga sibuyas sa kinihad nga kamatis. Iserbe nga ma'init.

G. VOCABULARY LIST

cooking oil	lána
ham	hamún
hot	/ma/'ínit
ounce	ónsa
(let) roll	/ipa/lígid
serve	/i/sérbe
(was) sliced	/na/kíhad
sprinkle	wisík/i/
thin	/ma/nipís
white or red pepper	pimyénta

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

(a) A PCV and a young mother exchange recipes of their favorite dishes. The young mother asks the PCV to teach her how to make lemon meringue pie.

(b) Two PCV's are being invited by the barrio captain to a "fiesta" dinner at his house, but the two PCV's have to refuse the invitation because they already have a prior engagement to go to Iloilo to attend a conference.

(c) A foreigner, who by mistake drove into a one-way street, tries to apologize to a policeman who is about to issue a traffic ticket to him.

2. Let the students give you one of their favorite recipes in Hiligaynon. This can be assigned as homework.

LESSON FORTY-SEVEN

Do's and Don't's

A. STRUCTURAL CONTENT

indi' + /pag-/ VR /-i/ + NP
/-a/

B. MICRO-DIALOGUES

1.

M1:	Indi' pagbuligi si Tomas. Indi' pagdal'i si Carmela sang dulsi.	Do not help Thomas. Do not bring Carmela some candy.
M2:	Sigi.	Okay.
C1:	Indi' pagbuligi si Tomas. Sigi.	
C2:	Indi' pagdal'i si Carmela sang dulsi. Sigi.	

2.

M1:	Indi' pagdal'a ang libro. Indi' pagbakla ang lapis.	Do not bring the book. Do not buy the pencil.
M2:	Pero kinahanglan ku.	But I need it.
C1:	Indi' pagdal'a ang libro. Pero kinahanglan ku.	
C2:	Indi' pagbakla ang lapis. Pero kinahanglan ku.	

C. DRILLS

1. Repetition Drill

Indi' pagguntingi ang papel maskin gamay.	Do not cut even a small piece from the paper.

Indi' pagbakli sang libro si Antonio.	Do not buy a book for Antonio.
Indi' paghambali si Miguel sang natabo.	Do not tell Miguel what happened.
Indi' pagtudlu'i ang manga estudyante sang 'grammar'.	Do not teach grammar to the students.
Indi' pagsa'uti ang dalaga.	Do not dance with the lady.
Indi' paghampangi ang bola.	Do not play with the ball.
Indi' paglimpyuhi ang balay.	Do not clean the house.
Indi' pagguntinga ang papel maskin gamay.	Do not cut even a small piece from the paper.
Indi' pagbakla ang libro para kay Antonio.	Do not buy the book for Antonio.
Indi' paghambala si Miguel.	Do not talk to Miguel.
Indi' pagtudlu'a ang 'grammar' sa manga estudyante.	Do not teach grammar to the students.
Indi' pagsa'uta ang 'Bugaloo'.	Do not dance the 'Bugaloo'.
Indi' paghampanga ang 'basketball'.	Do not play basketball.

2. Transformation Drill. Change the affirmative commands to negative:

Sa'uti ang babayi.	Indi' pagsa'uti ang babayi.
Tamni ang hardin.	Indi' pagtamni ang hardin.
Bakli sang dulsi si Noel.	Indi' pagbakli sang dulsi si Noel.
Tun'i ang bag'ung leksyon.	Indi' pagtun'i ang bag'ung leksyon.
Sulati ang direktor.	Indi' pagsulati ang direktor.
Tan'awun mu ang sini.	Indi' pagtan'awa ang sine.
Basahun mu ang peryodiko.	Indi' pagbasaha ang peryodiko.

Hambalun mu si Patricia.	Indi' paghambala si Patricia.
Kuha'un mu ang bulak sa florera.	Indi' pagkuha'a ang bulak sa florera.
Dal'un mu ang manga papel.	Indi' pagdal'a ang manga papel.

3. Movable Substitution Drill

Indi' pagkuha'a ang manga prutas sa lamesa.
______________________________dulsi___
_____pagkan'a__________________________
________________________________kahun
_____pagdal'a___________________________
_____________isda'_______________________
______________________________'frigidaire'
_____________prutas______________________
________________________________baskit
_____________butang______________________

4. Expansion Drill

Indi' pagtanduga. Do not touch.

ang pagka'un	Indi' pagtanduga ang pagka'un.
manga	Indi' pagtanduga ang manga pagka'un.
nga mainit	Indi' pagtanduga ang manga pagka'un nga mainit.
sa kalaha'	Indi' pagtanduga ang manga pagka'un nga mainit sa kalaha'.
sa sulud	Indi' pagtanduga ang manga pagka'un nga mainit sa sulud sang kalaha'.
anay	Indi' anay pagtanduga ang manga pagka'un nga mainit sa sulud sang kalaha'.

D. GRAMMATICAL EXPLANATION

1. /-i/ has an alternant form /-hi/.

2. Sentence pattern:

Adv	Vb	Obj	(Dir)
Negative /pag-/ + /-a//-i/			
Indi'	pagtanduga	ang pagka'un.	
Indi'	pagsulati	si Noel.	
Indi'	pagkuha'a	ang bulak	sa florera.

'Do not touch the food.'
'Do not write to Noel.'
'Do not remove the flowers from the vase.'

E. VOCABULARY LIST

(do not) cut	/pag/gunting/á/
even though	máskin
happened	/na/tabú'
(do not) touch	/pag/tandug/á/

F. CUMULATIVE EXERCISE

Read the following advertisement in Hiligaynon. Answer the comprehension questions given at the bottom of the page:

Magtipun sang kwarta! Ini ang tanyag sa magtugnaw nga tyempo!

Tan'awa ang *libreng* Medicol sa sulud sang kada may matu'ud nga markang pakete sang UNITED AMERICAN TIKITIKI! Makakuha kamu sang anum ka tabletas nga Medicol nga may bili nga treynta sentimos, *libre* sa treynta ka cc. nga botelya kag tatlu ka tabletas nga may bili nga kinse sentimos, *libre* sa kinse ka cc. nga botelya.

Bakla ang UNITED AMERICAN TIKITIKI para makakuha sang *libreng* manga tabletas sang Medicol--ang pinakabag'ung tabletas away sa sakit kay sip'un nga may Bitamina C!

Pagdali'! Ang tanyag nga ini limitado!

Milyon nga manga batang Pilipino ang nagadaku nga makusug kada tu'ig tungud sa UNITED AMERICAN TIKITIKI!

Comprehension questions:

1. Anu nga bulung ang ginapabantala sa anunsyo nga ini?
2. Anu ang ginahatag nga libre?
3. Pila ka tabletas sang Medicol ang libre kun magbakal sang botelya nga 30cc?
4. Pila ang bili sang tatlu ka tabletas nga Medicol?
5. Para sa anu nga sakit ang Medicol?
6. Para sa manga gulang ang TIKITIKI?

G. VOCABULARY LIST

against, enemy	áway
(was) announced, broadcasted	/ginpa/bantála'
announcement	anúnsyo
collect, gather	/mag/típun
every	káda
limited	limitádo
million	milyón
offer	tányag
value	bilí
vitamin	bitamína

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

   (a) A mother scolds her son and daughter for having gone out without telling her where they were going. She then sets a curfew for the children.

   (b) Try to have the students act as interpreters for a new arrival.

2. Bring pictures to class of products like food, soft drinks, or bathroom articles. Have the students make advertisements for these in Hiligaynon.

3. Utilize the cumulative exercise as a reading exercise. Have the students read it for five minutes. Then let them answer the comprehension questions on a piece of paper and have them check their own work.

LESSON FORTY-EIGHT

In the Direction of

A. STRUCTURAL CONTENT

/magpa-/ /pa-/ place word + NP
/nagpa-/
/nagapa-/
/mapa-/ /magapa-/

B. MICRO-DIALOGUE

M1:	Magpa-Manila ka.	Go to Manila.
	Nagpa-Manila sya kahapun.	He went to Manila yesterday.
	Nagapa-Manila sya subung.	He is going to Manila now.
	Mapa-Manila aku bwas.	I will go to Manila tomorrow.
M2:	Indi' ku gusto. Mapa-Iloilo aku.	No, I don't want to go. I will go to Iloilo.
	A, gali'!	Oh, really!
	Sa atung eroplano?	On that flight?
	Upud aku, o.	I will go with you.

C1: Magpa-Manila ka.
Indi' ku gusto.
Mapa-Iloilo aku.

C2: Nagpa-Manila sya kahapun.
A, gali'!

C3: Nagapa-Manila sya subung.
Sa atung eroplano?

C4: Mapa-Manila aku bwas.
Upud aku, o.

C. DRILLS

1. Fixed Substitution Drill

Pa-Ilokus ka. kamu kita	Go to Ilocus.
Magpa-banwa kita. syudad uma baryu prubinsya simbahan suba'	Let us go to town.
Nagpa-Hilo sila. Honohina Pepeekeo Kohala Papaikou Honolulu	They went to Hilo.
Nagapa-Capiz sila adlawadlaw. Romblon Mindoro Antique Negros Aklan Davao	They go to Capiz every day.
Mapa-Amerika ang ma'estro sa sunud nga bulan. Afrika Japan Fransia Englatera Espanya Hongkong	The teacher will go to America next month.

2. Question and Answer Drill.

Answer the following questions using /pa-/ before place names:

Di'in ka makadtu? Mapa______________
Ma'anu ka didtu?
Naga'anu ang imu amigo?
Nga'a indi' sya mag-upud sa imu?

D. GRAMMATICAL EXPLANATION

/pa-/ when affixed to words referring to places, gives the meaning of 'direction' or 'toward the direction of' some place.

E. VOCABULARY LIST

Africa	Afriká
England	Englatéra
France	Fránsia
Spain	Espánya

F. CUMULATIVE DIALOGUE

A: May tren bala subung?

B: Sa alas dos pa. Di'in ka makadtu?

A: MapaAlbay aku. Ini nga tren sa alas dos, paAlbay ini?

B: Ambut lang. Ipamangkut natun sa babayi da' hu nga nagalingkud sa higad.

A: Sigi, ikaw lang ang magpamangkut. Gwapa man sya, siguru, mabu'ut man sya. Nahuya' ya aku.

B: Ikaw nalang. Ikaw ya ang mas ma'ayu maghambal.

A: Sigi...Inday, tabi' anay, di'in makadtu ang tren sa alas dos?

C: Pa - Sorsogon.

A: Ma'agi bala ina' sa Albay?

C: Hu'u. Di'in sa Albay ka makadtu?

A: Sa Legaspi.

C: A gali'. MapaLegaspi man aku.

A: Taga Legaspi ka?

C: Indi', mabisita lang aku sa akun amiga didtu.

A: Anu kalayu' ang Legaspi?

B: Siguru manga apat ka oras sa tren. Diri ka na, ha. Mabalik pa aku sa opisina.

A: Sigi salamat, ha. Inday, aku si Carlos...

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

(a) A PCV tells his helper in the house that he is going away to Manila for two days. He leaves instructions on what to do about the house while he is gone.

(b) Two PCV's are invited for dinner at the home of the principal after the school year. Members of the group inquire about each other's plans for vacation.

(c) A PCV wants his first grade class to tell him about their plans for the coming summer vacation.

LESSON FORTY-NINE

Have Him Do It

A. STRUCTURAL CONTENT

/magpa-/ VR + NP
/nagapa-/
/nagpa-/

B. MICRO-DIALOGUE

M1:	Magpa-anu ka?	What will you have someone do for you?
	Nagapa-anu sya?	What is he having someone do for him?
	Nagpa-anu ang bata'?	What did the child have someone do for him?
M2:	Magpagunting aku.	I'll have someone cut my hair. (I'll get a haircut.)
	Nagapagunting sya.	He's getting a haircut.
	Nagapagunting ang bata'.	The child is getting a haircut.

C1: Magpa-anu ka?
Magpagunting aku.

C2: Nagapa'anu sya?
Nagapagunting sya.

C3: Nagpa-anu ang bata'?
Nagpagunting ang bata'.

C. DRILLS

1. Repetition Chain Drill

Di'in ka makadtu?	
Sa Hilo.	
Nga'a?	
Kay magpagunting aku.	Because I'll have a haircut.
Di'in na si Pedro?	
Atu sa Kona.	
Nga'a?	
Nagapahimu sang kalu.	He's having a hat made.

Di'in ang bata naghalin?
Sa eskwelahan.
Nga'a?

Kay magpatudlu' sang Math.

Nag'anu si Berto sa Honolulu?	
Nagpatahi sang terno para sa kasal.	He had a wedding suit.
Ma'anu ka kanday Maria?	What are you going to do at Maria's place?
Magpatahi' aku sang bayu kay Maria.	I'll have Maria sew me a dress.
Naga'anu ka diri?	What are you doing here?
Nagapa'obra aku sang kahun sa tawu.	I'm having the man make me a box.

2. Substitution Drill

Magpaplantsa aku sang bayu'.
______________________delargo
_____bakal_________________
______________________gatas
_____baylu_________________
______________________medyas
_____ilis__________________
______________________habul

Nagapakuha' aku sang bayu' sa mutsatsa.
_________si Maria____________________
______latag__________________________
_____________________________kay Petra
______laba___________________________
________ang babayi___________________
______pangayu'_______________________
_____________________________sa doktor
________ang nars_____________________
______hatag__________________________
_______________sang bulung___________

3. Expansion Drill

Magpalutu sya sa akun.

sang adobo

nga madamu'
para sa 'party'
bwas

Nagapatanum si Tatay sang humay.

sa uma
kanday Tiyo Ambu' (Tiyo Ambo and Company)
kada tu'ig

4. Deletion Drill

Nagpahulug si Nanay sang madamu' nga sulat sa busun kay Pedro ka'ina sang aga'.

sang aga
ka'ina
kay Pedro
sa busun
sang madamu' nga

Magpatindug kami sang matahum kag daku' nga balay sa Toro Hills sa Hunyo kay Architect Marquez.

kay Architect Marquez
sa Hunyo
sa Toro Hills
matahum kag
daku'

D. GRAMMATICAL EXPLANATION

1. The affixes /*magpa*-/, /*nagapa*-/, and /*nagpa*-/ are causative mode affixes for actor focus constructions. The action is not performed by the actor, but by another agent. The actor initiates the action.

2. /*mapa*-/ is the preferred affix in informal conversation usage rather than /*magpa*-/.

E. VOCABULARY LIST

blanket	hábul
change	báylu
haircut	/pa/gúnting
suit, formal dress	térno
wedding	kasal

F. CUMULATIVE DIALOGUE

S1: Maria, dali' di anay.

S2: Hu'u, ara' na aku, Nay.

S1: Nagpalutu' ka na sang kan'un kag uga?

S2: Indi' pa, Nay. Nagpabakal pa aku sang kalamay kag pilit kay, Ana.

S1: Ti', magpalutu' ka dayun pag'abut niya.

S2: Hu'u, Nay. (Pause) Huy, Ana, nagapalutu' si Nanay sang kan'un kag uga sa imu.

S1: Hu'u, apang mapahuway anay aku. Ginakapuy gid aku, eh.

S2: O, sigi. Ikaw da' kabalu.

G. VOCABULARY LIST

but	ápang
dried fish	ugá
stick rice	pilít

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

   (a) Describe the purpose and function of the Peace Corps or the host country organization you are serving with.

   (b) Defend the United States' attitudes toward civil rights.

2. One suggested activity is to bring a recorded conversation between two native speakers, talking about the weather, the elections or any other topic. The taped dialogue should be between a man and a woman so it will be easy to discern the speakers. The dialogue should not be more than five minutes long. Play this tape to the class. Prepare comprehension questions beforehand and after one playing, have the students answer the questions. Play the tape again.

After the third listening, distribute another sheet with the same questions. This is a good test of how well the students are able to keep up with conversation between native speakers.

LESSON FIFTY

Getting Things Done

A. STRUCTURAL CONTENT

/ginpa-/ VR
/ginapa-/ VR

B. MICRO-DIALOGUE

M1:	Ginpa'anu mu ang bayu'?	What did you have someone do with the dress?
	Ginapa'anu ni Jose ang sapatus?	What is Jose having someone do with the shoes?
M2:	Ginpaplantsa ku ang bayu'.	I had the dress pressed.
	Ginapa'ayus ni Jose ang sapatus.	Jose is having the shoes repaired.

C1: Ginpa'anu mu ang bayu'?
Ginpaplantsa ku ang bayu'.

C2: Ginapa'anu ni Jose ang sapatus?
Ginapa'ayus ni Jose ang sapatus.

C. DRILLS

1. Repetition Drill

Ginpa'anu niya ang awto?	What did he have someone do with the car?
Ginpalupad niya ang awto.	He had the car flown.
Ginpa'anu ni Marta ang habul?	What did Marta have someone do with the blanket?
Ginpatipig ni Marta ang habul.	Marta had someone fold it.

Ginpa'anu nanday Art ang awtu?	What did Art (and company) do to the car?
Ginpa'dalagan nila.	They made it run.
Ginpa'anu sang tawu ang bata' sa tubi'?	What did the man have the child do in the water?
Ginpalanguy sang tawu ang bata' sa tubi'.	The man made the child swim in the water.
Ginapa'ihaw mu ang litsun?	Are you having the letson roasted?
Hu'u ginapa'ihaw ku.	Yes, I am having it roasted.
Ginapatagu' mu ang kwarta?	Are you having someone keep the money?
Hu'u ginapatagu ku ang kwarta.	Yes, I am having someone keep the money.
Ginapaputus ni Nanay ang regalo?	Is mother having someone wrap the gift?
Indi', indi' ni Nanay ginapaputus ang regalo.	No, mother is not having the gift wrapped.

2. Transformation Drill. Change the /magpa-/ to /ginpa-/:

Nagpatahi' aku sang terno.	Ginpatahi' ku ang terno.
Nagpahimu sya sang 'cake'.	
Nagapatan'aw aku sa doktor.	
Nagapatindug sila sang balay.	
Nagpa'uli' aku sang libro sa libreriya.	
Nagapatabas ang manghud nakun sang bayu'.	

3. Expansion Drill

Ginpaputus niya ang sapatus.

sa tindera
nga seda
kag malahalun
ka'ina

Ginpahuman sang nobya ang terno nya.

sa manugtahi'
ma'ayung
sa New York
para sa kasal

Ginapahambal sila sang Hiligaynon.

sa klase
adlawadlaw
sang ma'ayu

D. GRAMMATICAL EXPLANATION

1. The /pa-...-un/ affix is the causative mode set used for goal focus constructions.
2. The completed action form is /ginpa-/, the durative action form is /ginapa-/ and the proposed action form is /pa-/ + /-un/.

E. VOCABULARY LIST

bride	nóbya
finish	humán
fold	/ginpa/típig
(let) hide, keep	/ginapa/tagú
kite	buladór
(can) practice	/maka/prákti
seamstress	modísta
(let) cut out a dress	/nagpa/tábas
(let) wrap	/ginpa/putús

F. CUMULATIVE DIALOGUE

Mr. Santos: Ma'ayung aga, Mr. Castro.

Mr. Castro: Ma'ayung aga man, Mr. Santos. Hapit anay.

Mr. Santos: Gusto ku tani' makita ang balay ninyu.

Mr. Castro: Ah, gali'. Ti' dali di sa bag'ung balay namun.

Mr. Santos: Abaw, katahum gid! Kay sin'u nimu ginpatindug ini?

Mr. Castro: Ginpatindug nakun kay Architect Marquez.

Mr. Santos: Kanami' gid sang iya pinta man!

Mr. Castro: Ay, hu'u ginpapinta ku gid ina' sa bantug nga pintor. Ining hardin ginpahimu ku sa ma'ayung hardinero. Indi' pa gid tapus ini. Ginapa'obra ku pa ang 'fountain' diri sa tunga' sang hardin. Ang 'swimming pool' diri sa likud nakun ibutang.

Mr. Santos: Uy! Kagwapo gid! Gusto ku tani' magpatindug man sang akun balay sa imung arkitekto.

G. VOCABULARY LIST

back	likúd
famous, renowned	bántug
if possible (particle)	táni'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Suggested Role-playing Situations

   (a) Tell the story of Cinderella or King Arthur and the Knights of the Round Table in Hiligaynon.

   (b) Explain the song, I Have Two Hands, to first grade children.

2. During the storytelling activity, the story should be told by the whole class, the students taking turns in contributing their sentences toward the completion of the tale.

UNIT XI

Referent Focus

LESSON 51: For Whom and Where?

LESSON 52: Benefactors and Locations

UNIT XI

Referent Focus

A referent focus construction focuses on the benefactor of an action, or the place where an action occurs. The benefactor or the object of the action need not be explicitly stated, but the relationships are there.

Ginlingkuran ku ang siya.	'I sat on the chair.'
Ginlingkuran ku.	'I sat on (something).'

The following referent focus affixes are included in the next two lessons:

Completed action:	/gin-/.../-an/
Durative action:	/gina-/.../-an/
Proposed action:	/-an/ or /-han/
Imperative:	/-an/ or /-han/ /-i/

LESSON FIFTY-ONE

For Whom and Where?

A. STRUCTURAL CONTENT

/gin-/ VR /-an/

/gina-/

B. MICRO-DIALOGUES

1.

M1:	Gin'anuhan ang masakitun?	What was done to the patient?
	Gina'anuhan ang masakitun?	What is being done to the patient?
M2:	Ginpanilagan sang doktor ang masakitun.	The doctor observed the patient.
	Ginapanilagan sang doktor ang masakitun.	The doctor is observing the patient.
C1:	Gin'anuhan ang masakitun?	
	Ginpanilagan sang doktor and masakitun.	
C2:	Gina'anuhan sang doktor ang masakitun?	
	Ginapanilagan sang doktor and masakitun.	

2.

M1:	Gin'anuhan nila ang simbahan?	What did they do to the church?
	Gina'anuhan nila ang simbahan?	What are they doing to the church?
M2:	Gin'pintahan nila.	They painted it.
	Ginapintahan nila.	They are painting it.
C1:	Gin'anuhan nila ang simbahan?	
	Ginpintahan nila.	
C2:	Gina'anuhan nila ang simbahan?	
	Ginapintahan nila.	

C. DRILLS

1. Repetition Drill

Ginadekorahan nila ang simbahan.	They are decorating the church.
Gindekorahan nila ang simbahan.	They decorated the church.
Ginasudlan ku sang kwarta ang puyu.	I am putting money in the sack.
Ginsudlan ku sang kwarta ang puyu.	I put money in the sack.
Ginapungku'an niya ang siya mu.	He is sitting on your
Ginpungku'an niya ang siya mu.	He sat on your chair. chair.
Gina'estaran nila ang balay nga bag'u.	They are living in the new house.
Gin'estaran nila ang balay nga bag'u.	They lived in the new house.
Ginatabangan sila sang nars.	The nurse is helping them.
Gintabangan sila sang nars.	The nurse helped them.
Ginatudlu'an sila sang Ilokano.	They are being taught Ilokano.
Gintudlu'an sila sang Ilokano.	They were taught Ilokano.
Ginasulatan si Carmela ni Victor.	Victor is writing to Carmela.
Ginsulatan si Carmela ni Victor.	Victor wrote to Carmela.
Ginabisitahan kami sang amun manga apu.	We are being visited by our grandchildren.
Ginbisitahan kami sang amun manga apu.	Our grandchildren visited us.

2. Fixed Substitution Drill

Ginatudlu'an sila sang Hiligaynon.
Tagalog
Sebuano
Ilokano
Kapampangan
Bikolano

Ginbisitahan sya sang iya nobyo.
ang babayi
si Cecilia

si Amelia
si Prescy
ang dalaga

Gina'anuhan sang ma'estro ang estudyante?
prinsipal
'head teacher'

Gina'anuhan sila sang PCV?
tudlu'
bulig
tuytuy
tabang

3. Movable Substitution Drill

Gintamnan nila sang humay ang uma.
__________namun____________________
________________________________hardin
____________________bulak_________
____________________saging________

Gin'estaran nila ang balay nga da'an.
____________ni Georgina___________
_______________________otel_________
_________________________________bag'u
_________________________________mahal
Gin'agihan_________________________
Ginpuy'an__________________________

Gina'uyatan nya ang dyutay nga bata'.
____________________daku'__________
_________________________________libro
____________nimu__________________
Ginsulatan_________________________

4. Transformation Drill. Change the affixes from the completed tense to the durative tense.

Ginsakyan namun ang dyip.	We rode on the jeep.
Ginpungku'an ni Ernesto ang siya.	Ernesto sat on the chair.
Gintamnan namun sang manga ma'is ang uma.	We planted corn in the field.
Ginbuligan nya aku sa pagtudlu'.	He helped me in my teaching.
Ginpadal'an ni Marina si Carmen sang bulak.	Marino sent Carmen some flowers.

Ginabasahan ku sila sang istorya.	I am reading a story to them.

5. Question and Answer Drill. Provide the negative or affirmative responses to the following questions. The negative particle indi' and the positive particle hu'u should be used in the constructions. Provide complete sentence responses:

Ginatabangan sya sang nars?
Ginalutu'an kamu sang panyaga?
Ginatudlu'an sila sang Hiligaynon?
Gin'ineksyonan kamu sang nars kahapun?
Ginbaklan ka sang sorbete ni Jose?
Ginsulatan ka sang imu ginikanan?
Ginsweldohan kamu sang Peace Corps?
Ginhatagan mu sang sigarilyo si Lorna?

D. GRAMMATICAL EXPLANATION

1. The referent focus directs the action towards a person, a place, or thing marked by ang, or si or represented by a nominal set of pronouns.

2. Referent focus affixes are: /Gin-...-an/ for completed aspect and /gina-...-an/ for durative aspect.

3. Sentence pattern:

Vb	*(Act) (Obj)	*Ref
/gin-...-an/ /gina-...-an/		
(1) Gindekorahan	nila	ang simbahan.
(2) Ginsudlan	ku sang kwarta	ang puyu.

(1) 'They decorated the church.'
(2) 'I put money in the sack.'

*(Act)

Pron3	PerName	N	
	ni PerName	sang N	
namun			'our'
nila			'their'
	ni Wilma		'Wilma'
	ni Carlos		'Carlos'
		sang iluy	'the mother'
		sang tiya	'the aunt'

*(Ref)

Pron1	PerName	N	
	si PerName	ang N	
aku			'for/to me'
kami			'for/to us'
	si Noel		'for/to Noel'
	si Lito		'for/to Lito'
		ang estudyante	'for/to the student'
		ang syudad	'to the city'

E. VOCABULARY LIST

(being) decorated	/gina/dekora/han/
(being) fetched, passed by	/gina/'agí/han/
grandchild	apú
guide	túytuy
(being) held	/gina/uyát/an/
(being) helped	/gina/tabáng/an/
language of the Bicol region	Bikoláno
language of Ilokandia	Ilokáno
language of Pampanga	Kapampángan
language of Eastern Visayas	Sebuáno
language of the Tagalog area	Tagálog
(being) observed	/gina/panilág/an/
old (things)	dá'an
sack, cloth bag	púyu

F. CUMULATIVE DIALOGUE

A1: Gusto mu tilawan ang tuba? Ginhatagan aku sang akun ugangan ka'ina.

B1: Hu'u, eh. Nabati'an ku kun anu ang tuba' pero indi' pa aku nakatilaw. Anu ang paghimu sina'?

A2: Wala lang. Kinahanglan putulan ang punta sang bag'ung bulak sang lubi.

B2: Ang ginasiling mu, ang duga' sang bulak ang ginakuha'an sang tuba'?

A3: Ku'u, ina lang. Wala' sang madamu' nga problema. Kun gusto mu nga ma'isug, itagu' mu lang sang pila ka adlaw. Mas gusto ku subung sina'.

B3: Ti', tilawan natun, eh. Di'in na ang imu tuba'?

A4: Atu sa gwa'. Palihug nalang hugasan mu ining atun nga manga basu. Dal'un ku diri ang tuba'.

B4: Palihug, dal'i nalang aku sang sigarilyo. Ara sa sulud sang awto.

A5: Sigi.

G. VOCABULARY LIST

cut off	putúl/an/
fermented coconut juice	tubá'
juice, sap	dúga'
strong (taste)	/ma/'ísug
tip, end	púnta

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

(a) A group of Americans are invited to speak to a group of mothers in an adult education class on the status of women in the United States. An open forum follows the group discussion.

(b) A young man visits the house of a Filipina girl he likes and gets involved in a discussion with her father on the presence of the United States in Asia.

2. Make students tell the story of Snow White, or any familiar story they know.

LESSON FIFTY-TWO

Benefactors and Locations

A. STRUCTURAL CONTENT

/-an/ for proposed action commands

/-i for commands

B. MICRO-DIALOGUE

M1:	Anuhan ku ang papel?	What will I do with the paper?
M2:	Sulatan mu sang abakada ang papel.	Write the alphabet on it. (You will write the alphabet on the paper.)
	Sulati sang Abakada ang papel.	Write the ABC on the paper.
C1:	Anuhan ku ang papel? Sulatan mu sang abakada ang papel.	
C2:	Anuhan ku ang papel? Sulati sang abakada ang papel.	

C. DRILLS

1. Repetition Drill

Hatagan ku sang kwarta ang bata.	I will give money to the child.
Hatagi sang kwarta ang bata.	Give money to the child.
Dal'an ku sang regalo si Arturo.	I will bring a gift to Arturo.
Dal'i sang regalo si Arturo.	Bring a gift for Arturo.
Lutu'an kami ni Nanay sang pagka'un.	Mother will cook food for us.
Lutu'i sang pagka'un sila.	Cook food for them.

Tudlu'an namun sang 'addition' ang bata.	We will teach addition to the child.
Tudlu'i sang 'addition' ang bata.	Teach addition to the child.

2. Movable Substitution Drill

Baklan ni Maria sang regalo si Alita.
__________nakun____________________
_____________________bag'ung sapatus
____________________________ang akun manghud
Dal'an______________________________

Lutu'an sang kusinera ang manga bata sang pamahaw.
_____________mutsatsa__________________________
____panyapun
Baklan____

Hatagi sang madamu' nga kwarta ang imu apu.
________________________bayu'_____________
_______________________________________manghud
____________matahum________________________
Tahi'i_____________________________________

3. Transformation Drill. Change the /-an/ imperatime forms to /-i/:

Butangan mu sang abunu ang manga tanum.
Kuha'an mu sang pagka'un si Tomas.
Hatagan mu sang plato sya.
Baklan mu sang maleta si Paterno.
Padal'an mu sang telegrama sila.
Sulatan mu sang malaba' nga sulat ang imu tiyo.

D. GRAMMATICAL EXPLANATION

1. The referent focus takes an /-an/ suffix to express action proposed. This affix also functions to express imperatives. The second person pronoun is obligatory in the construction for commands and requests when /-an/ is suffixed to the root.

2. The /-i/ renders imperative referent focus constructions when affixed to certain roots.

E. VOCABULARY LIST

alphabet	abakáda
send	padál/an/
telegram	telegráma

F. CUMULATIVE EXERCISE

Read the following selection. Be able to answer the questions given at the end.

Ang Dentista Nagbisita sa Eskwelahan

Si Dr. Andres, isa ka dentista. Nagadu'aw sya sa eskwelahan ka'isa kada ka tu'ig. Ini ang iya ginsiling sa manga kabata'an:

1. Sipilyuhan ang ngipun sa aga.
2. Sipilyuhan ang ngipun sa wala' pa makatulug.
3. Butangi sing asin ang tubi' nga ginagamit sa ngipun.
4. Ang asin nagapatinlu kag nagapaputi' sang ngipun.
5. Gamitun ang kaugalingun nga sipilyu.
6. Tinlu'an ang sipilyu.
7. Pa'initan ang sipilyu adlawadlaw.
8. Ang gatas nagabulig pabaskug sang ngipun. Mag'inum sing gatas adlawadlaw.
9. Magka'un sang manga bunga sang kahuy kag utan.
10. Ang dentista amigo. Indi' mahadluk sa iya.

Hu'u o Indi'

1. May sipilyu ka nga imu kaugalingun?
2. Ginagamit mu ang imu sipilyu adlawadlaw?
3. Ginatinlu'an mu ang imu sipilyu?
4. Naga'inum ka sang gatas?
5. Amigo nimu ang dentista, indi' bala?

G. VOCABULARY LIST

fruit	búnga
own, oneself	ka'ugalíngun
tooth	ngípun

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. The cumulative exercise can be utilized as a reading comprehension test. Let the students

read the exercise for five minutes in class. Then have them answer the questions, and correct their own papers immediately.

2. Assign Written Exercise 11 for homework. Students are to narrate the actions that take place on the hand-out.

6

UNIT XII

Noun Formatives

LESSON 53: Places

LESSON 54: Making Nouns

UNIT XII

Noun Formative Affixes

Noun formative affixes generate nouns from roots. Although these affixes are usually attached to roots, some noun roots take these affixes to form abstract nouns.

This unit includes three noun formative affixes: /manug-/, /pag-/, and /-an/. There are numerous other noun formative affixes, but these are beyond the scope of this volume.

LESSON FIFTY-THREE

Places

A. STRUCTURAL CONTENT

VR /-an/ or /-han/

noun base /-an/ or /-han/

B. MICRO-DIALOGUE

M1: Anu ina' nga balay?	What is that building?
M2: Simbahan ina'. Eskwelahan ina'.	That is a church. That is a school.
C1: Anu ina' nga balay? Simbahan ina'.	
C2: Anu ina' nga balay? Eskwelahan ina'.	

C. DRILLS

1. Transformation Drill. Affix /-an/ or /-han/ to the following verb roots to nominalize them. Attach the same affix to the noun bases given:

simba	'go to church'	simbahan	'church'
baligya	'sell, goods for sale'	baligya'an	'store'
tinda	'sell, goods for sale'	tindahan	'store'
lista	'list'	listahan	'list'
sakay	'ride'	sakayan	'vehicle'
hampang	'play, game'	hampangan	'toy'
bakasyun	'vacation'	bakasyunan	'vacation place, resort'

2. Completion Drill. Give complete answers to the questions using the verb roots and noun bases given:

Di'in sya makadtu?		Makadtu sya sa eskwelahan.
parada	'parking, parade'	______________'parking area'

klase	'class'	____________	'classroom'
pungku'	'sit'	____________	'chair'
sugal	'gambling, gamble'	____________	'gambling den'
bulang	'cockfight'	____________	'cockpit'
tulug	'sleep'	____________	'bedroom, bed'
pa'uli	'go home'	____________	'home, house'
tagu'	'keep, store'	____________	'storeroom, hiding place'

3. Question and Answer Drill. Answer the following questions in complete sentences. Supply the correct noun formatives for the roots or bases:

Anu ang ginahimu mu?	Ang akun ginahimu listahan.
Anu ang ginabuhat mu?	______basura_______ ______hampang______
Anu ang dala mu?	______pungku'______ ______lutu'________
Di'in sya nagatindug?	______hagdan_______ ______pwerta_______
Di'in ang ma'estra?	______klase________ ______eskwela______
Di'in mu si Maria nakita'?	______sini_________ ______tanum________

D. GRAMMATICAL EXPLANATION

1. /-an/ or /-han/ is a noun formative affix that indicates a place for a certain action, or a thing which receives an action.

E. VOCABULARY LIST

gambling, gamble	sugál
list	lísta
parking, parade	paráda
prisoner	príso

F. CUMULATIVE DIALOGUE--Date to a Movie

A1: Maria, dali' ka matan'aw kita sang sini.

B1: Di'in nga sinihan ang may ma'ayu nga sini?
Daw sa wala' gid subung.

A2: Ara' sa 'Oriente' ginapakita' ang 'The Fox'.
Dali' na.

B2: O, sigi, pero ma'agi anay kita sa tindahan.
May ginapapabakal sa akun si Nanay nga hampangan
para kay Mario. Diyas nya bwas kag wala pa
kami kabakal sang regalo.

A3: Ti', sigi. Matawag nalang aku sang salakyan
kay kabudlay mangita' sang paradahan para sa
awtu didtu sa 'Oriente'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Completion Drill.

The teacher gives the cue sentence first. Then he gives only the cue words. The students formulate their own sentences using the cue words. Responses are noun formatives.

2. Suggested Role-playing Situations.

(a) A young PCV asks a local barrio girl to go to a dance with him.

(b) A young Filipino asks a female volunteer to go to a dance with him.

(c) Two PCV's invite their co-workers to a movie date.

LESSON FIFTY-FOUR

Making Nouns

A. STRUCTURAL CONTENT

/pag-/ VR

/manug-/ VR or noun base

B. MICRO-DIALOGUES

1.

M1:	Gusto niya ang pagka'un.	He likes the food.
	Gusto niya ang paglakat sang babayi.	He likes the way the girl walks.
M2:	Ma'ayu, mahapus lang ang paglutu' sina'.	Good, it is easy to cook that.
	Hu'u, anu? Daw si Marilyn Monroe anay.	Oh yes, just like Marilyn Monroe.

C1: Gusto niya ang pagka'un.
Ma'ayu, mahapus lang ang paglutu' sina'.

C2: Gusto niya ang paglakat sang babayi.
Hu'u, anu? Daw si Marilyn Monroe anay.

2.

M1:	Anu ang trabaho sang imu iluy?	What does your mother do?
M2:	Manugtahi sya.	She is a dressmaker.
	Manugbulung sya.	She is a doctor.

C1: Anu ang trabaho sang imu iluy?
Manugtahi' sya.

C2: Anu ang trabaho sang imu iluy?
Manugbulung sya.

C. DRILLS

1. Fixed Substitution Drill

Anu si Camilo? Si Camilo manugsulat.		Camilo is a writer.
Solomon	kanta	singer
Carlo	lutu'	cook
Razela	tudlu'	teacher
Rolando	bantay	watchman

Sin'u ang manughambal?	Si Pablo ang manughambal.	Pablo is the speaker.
dalagan	Ricardo	runner
hampang	Jose	player
basa	Rex	reader
tudlu'	Pepito	teacher
wali	Padre Salvador	preacher

Anu pagda'ug sang manuk?	How can the cock win?
manugdalagan	sprinter
kandidato	candidate
reyna	queen

Kun mapatay niya ang kontra.	If he can kill the opponent.
Kun ma'abut niya ang linya.	If he can reach the finish line.
Kun pinakamadamu' ang iya manga butu.	If he gets the most votes.
Kun sya ang pinakagwapa.	If she is the most beautiful of all.

2. Transformation Drill.

(a) Change the regular nouns to noun formatives using /manug-/ plus a verb root of a skill related to the type of work done in the profession:

Sekretarya si Marcia.	Si Marcia manugmakinilya.

Labandera si Manang Feling.
Nars si Ofelia.
Tindera ang akun amiga.
Kusinera sya sang isa ka restaurant.
Pari' si Padre Damien.

Ma'estro si Mr. Santos.
Pintor ang lalaki.
Pyanista ang akun
magulang nga babayi.

(b) Change the following command statements to declarative sentences using the same verb roots, but changing their formatives into nouns, adding adjectives or adverbs to complete the sentences:

Paglutu' sang panyaga. Mahapus ang paglutu sang panyaga.

Paghambal sang Hiligaynon.
Paghampang sang 'basketball'.
Pagkanta sang Ilongo.
Paghimu sang bayu.

D. GRAMMATICAL EXPLANATION

1. /pag-/ can be used before roots, not only to form commands or imperatives, but also to nominalize the roots. The nominal form is easily distinguished because it is preceded by ang.

2. /manug-/ is a noun formative prefix.

3. Kun is the uncertain particle, 'if'.

E. VOCABULARY LIST

(can) kill	/ma/patáy
line	línya
opponent	kóntra
preach, sermon	wáli
priest	pári', pádre
vote	bútu

F. CUMULATIVE EXERCISE

Basaha ang sunud nga istorya. Pagkatapos, sabta ang manga pamangkut.

Ang Pagtubo Sang Kapayas

Sang una nga panahon, may isa ka tumawu nga naghatag

sa dyutay nga batang lalaki sing isa ka tingala'an nga lisu. Sya nagsiling, 'Ini liso sing kapayas. Itanum mu ini kag amligan kay sa ulihi magahatag ini sing bunga nga mapuslan sa bilug nga kalibutan.'

Gintanum sing dyutay nga bata ang lisu sa iya talamnan. Pagligad sang pila ka adlaw, may nagtubu' nga isa ka sanga nga may duha ka dyutay nga dahun. Naghumlad atung dahun kag nagsuyup sang matugnaw nga hangin sa iya palibut. Ginbayaw sang tanum ang iya manga dahun kag nagsiling, 'Adlaw, adlaw, taga'i kami sing pagka'un.'

Nagsidlak ang adlaw sa dahun kag ginhatagan sila sing ka'init nga sarang nila masuyup. Sa sidlak sang init nakakuha ang kapayas sing pagka'un nga kinahanglan nya sa pagtubu'.

Nagdaku' ang kapayas. Nagsiling sya sa manga gamut, 'Manga gamut, manga gamut, gina'uhaw aku.' Ang manga gamut nagpangayu' sang tubi sa ulan. Nag'ulan. Ang manga gamut sang kapayas nag'inum sang tubi' kutub sa ila ginhawa. Bug'us ang kalipay sang tanum. Nagsiling ang tanum, 'Salamat dahun nga nagkuha sang sidlak sang adlaw. Salamat manga gamut sa pagka'un kag tubi'. Pagkatapus nagbunga ang kapayas.

Sa isa ka adlaw, ang manugtatap sang talamnan, nagpamu'pu' sang manga bunga sang kapayas. Sang pagkuha' na niya sang kapayas, nakita niya ang isa ka bulawan nga singsing. Iya nga premyo sa tumawu.

G. VOCABULARY LIST

absorbed, sucked in	/nag/súyup
branch	sangā
breath	ginháwa
caretaker	/manug/tátap
dwarf, elf	tumáwu
full, whole-hearted	búg'us
garden, field	talámnan
gold	bulávan
opened spread	/nag/húmlad
picked (fruit)	/nagpa/mú'pu'
possible, can manage	saráng
prize	prémyo
raised up	/gin/báyaw
rays of the sun	sídlak
root	gamút

seed	lísu
strange	/maka/ti/li/ngala
surroundings	palíbut
take care of	amligán
until	kútub
weather, times	panahún
whole, entire	bilúg

H. COMPREHENSION QUESTIONS

1. Anu ang ginatanum para sa pagtubu' sang kapayas?
2. Di'in nagkuha' ang kapayas sang pagka'un?
3. Anung parte sang tanum ang manugkuha sang tubi' sa duta'?
4. Anung parte sang tanum ang manugkuha sang sidlak sa adlaw?
5. Sin'u ang naghatag sa bata sang lisu?
6. Nga'a ginhatagan sya sang bulawan nga tagipusu'un?

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 3)

1. Substitution Drill

Divide the class into two groups, one to ask the questions and the other to provide the responses. The teacher gives cues for both the questions and the answers. Roles should be switched. This drill should be conducted both individually and chorally.

2. Transformation Drill

(a) The students are to change regular nouns to noun formatives using /manug-/ plus a root to describe a skill related to the type of work done in some profession.

(b) The students are to change command statements to declarative sentences using the same roots, but changing the function of the roots from verbs to nouns, and adding a modifier to construct a complete sentence.

3. The cumulative exercise may be given as a reading comprehension test.

GLOSSARY

Hiligaynon-English

A

a	(hesitating particle or filler) oh..., well...
abakáda	alphabet, ABC.
abága	shoulder.
abáw	oh, wow, gee, my.
abí	hey, excuse please, would you please, take it easy, let me see.
ábiábi	ma'abiabihun kind, friendly.
abokádo	avocado.
abogádo	lawyer, attorney-at-law; abogada female lawyer.
Abríl	April.
abúnu	fertilizer; to fertilize.
abút	to arrive, to appear, to reach, to come to; pag'abut arrival.
ákig	to be angry, to be mad.
akú	I, me (first person singular nominal pronoun).
ákun	my, mine (first person singular source pre-position pronoun).
ádlaw	day, birthday, anniversary.
ádlawádlaw	every day.
adóbo	Filipino meat dish of either chicken or pork, cooked in vinegar and soy sauce.
Áfrika	Africa.
ága	morning.
ági	handwriting; to pass by, to go by, to fetch on the way.

Agósto	August.
alá	time marker used only with *una*.
álam	*ma'alam* bright, smart, brilliant.
alás	time marker to indicate until, before.
álat	*malalat* salty.
alkánse	at a loss, less than cost price; to fail to gain.
amáy	father.
ámbut	I don't know.
Amérika	America.
amerikána	coat, formal suit for men.
Amerikáno	American; *Amerikana* female American citizen.
amígo	friend, buddy.
ámlig	to handle with care, to take care of, to water plants.
ámun	our, ours (first person plural source pre-position pronoun).
ánay	please, wait a minute.
ánhun	pro-verb meaning what will...do.
áni	harvest, produce; to harvest, to reap.
anú	what.
ánum	six.
anúnsyo	announcement; to announce, to broadcast.
ányo	year.
ányos	year (plural).
áng	noun marker.
ápang	but, however.
aparadór	cabinet, closet.
ápat	four.

apú	grandchild.
ára'	there.
ára' dirá'	there, may be near the listener but far from the speaker, or far from both.
ári	here (near the speaker).
ári dirí	here (near the speaker).
arítus	earring.
árte	*ma'arte* creative. artistic, vain.
asáwa	wife; to take a wife.
asín	salt.
áslum	*ma'aslum* sour.
asúkar	sugar.
asúl	blue.
asyendéro	big landowner more or less equivalent of a feudal lord; *asyendera* female counterpart.
atú	there yonder (very far from both the speaker and the hearer).
atubángan	in front of.
atú dídtu	there yonder (very far from both the speaker and the hearer).
átun	our, ours (first person plural inclusive source pre-position pronoun).
atúp	roof.
áway	fight, combat; to fight, to go to battle.
áwto	car, automobile.
áy	oh, ouch, my.
áyu	good, well.
áyu'	bargain, discount; to bargain, to ask for a discount.

B

bá'ba'	mouth.
babáyi	female, woman.
bábuy	pig, pork.
báka	cow, beef.
bakál	to buy.
bakásyon	vacation, trip; to travel on a vacation, to take a vacation.
bág'u	new.
bahalá'	to be responsible for, to take care of the matter.
balá	tag question particle which expresses doubt or uncertainty.
baláy	house, dwelling, building.
balík	to come back, to return.
balígya'	to sell.
bána	husband.
bandihádo	platter.
baníg	native mat made of woven palm leaves.
bantála'	to announce, to broadcast.
bántay	guard, watchman; to watch, to observe.
bántug	famous, renowned.
bánwa	town, community bigger than a village.
bányo	bathroom.
bapór	boat, ship.
baráto	cheap, inexpensive.
barútu	native canoe made out of carved trunks of trees.
báryu	native political division headed by a captain with an area smaller than a town.

bása	to read.
báskit	basket.
báskug	mabaskug loud in volume, strong.
bási'	may, maybe, might.
báso	drinking glass.
basúra	garbage, trash.
báta'	child, baby.
báyad	payment; to pay.
báyaw	to raise up, to lift over the head.
báybay	beach, coast.
báylu	to change, to exchange.
báyu'	dress, clothes.
bérde	green.
byénte	twenty.
Bikoláno	language spoken in the Bicol region of the Philippines.
bilí	cost, amount, price.
bilíd	to handle with the hands so as to inspect closely, as of a piece of cloth.
bílug	one piece.
bilúg	whole, circle, round.
bintána'	window.
bisikléta	bicycle.
bisi presidénte	vice-president.
bisíta	visitor; to visit, to call on.
bitamína	vitamin, nutrient.
blósa	blouse, top.
bóla	ball.
botélya	bottle.
bóto	vote; to vote.
búdlay	mabudlay difficult, hard.

bugás	polished rice grains.
búg'at	*mabug'at* heavy, burdensome.
búgkus	bundle, string; to bundle together, to bind, to pack with a string.
búg'us	entire, complete, whole-hearted.
búhat	to do, to make.
buhí'	alive.
buhúk	hair.
búlak	flower, cotton fiber.
búlan	month, moon.
búlanbúlan	monthly.
búlang	cockfight; *bulangan* cockpit.
buláwan	gold.
búlig	help, assistance; to help, to assist.
bulúng	medicine, drug.
búnga	fruit, consequence; to bear fruit, to result in.
búngtud	hill, slope.
bús	bus.
busúg	satiated, stuffed with food.
busún	mailbox.
butáng	thing, device; to put down, to place.
búthu'	to study, to go to school; *buluthu'an* school house.
bú'ut	*mabu'ut* kind, approachable.
bwás	tomorrow.
byáhe	trip.
Byérnes	Friday.

K

ká	you (short form of *ikaw*).
ká	quantity or value marker.

ka'agánhun	dawn, early morning.
kabatá'an	children.
káda	every, each.
kádlaw	to laugh.
kádtu	to go.
kafé	coffee.
kág	and.
kagáb'i	last night.
kahápun	yesterday.
kahún	box.
káhuy	tree, wood, timber.
ka'ína	earlier, a while ago.
kalabása	yellow squash.
kaláha'	frying pan.
kalámay	refined sugar.
kalibútan	earth, world, universe.
kálu'	hat, cap.
kalú'uy	mercy, pity.
kálye	street, avenue, road.
kamátis	tomato.
kamí	we (first person plural exclusive nominal pronoun).
kamisadéntro	men's shirt.
kamiséta	men's undershirt.
kamú	you (second person plural nominal pronoun).
kamústa	how are you.
kamút	hand.
kamúti	sweet potato.
kánday	plural personal name marker.
kanday sín'u	whose (plural).
kandidáto	candidate.

kánding	goat.
kándus	to scoop out, to dip.
kánta	song; to sing.
kán'un	cooked rice.
Kapampángan	language spoken in Pampanga province of the Philippines.
kapáyas	papaya.
kapitólyo	capitol building.
kápuy	tiredness; to be tired, to be exhausted.
kárbaw	carabao, water buffalo.
kárga	cargo, load; to load cargo, to carry.
kárne	meat.
karnéro	sheep.
karsáda	road, street.
kárton	box, carton.
karún	later, after a while.
kasál	wedding, marriage; to marry, to wed.
kaseróla	cooking pot.
kasílyas	toilet, comfort room.
katáru	cold, running nose; to have a cold.
katórse	fourteen.
kátre	bed.
ka'ugalíngun	oneself, one's own.
ká'un	to eat.
káy	because, for; singular personal name pre-position marker.
káy sa	than, over.
kay sín'u	whose (singular).
kíhad	slice, one piece; to slice.

kilála	acquaintance; to introduce, to acquaint.
kílid	beside, on the side.
kílo	kilogram.
kinahánglan	to have need of, to be needed.
kinánglan	variant of *kinahanglan*.
kínse	fifteen.
kísame	ceiling.
kitá	we (first person plural inclusive nominal pronoun).
kíta'	to meet, to look for, to try to find.
kláse	class, kind.
koléhiyo	college.
kolór	color.
kondisyón	condition, mood.
ku	my (short form of *nakun*).
kúha'	to take, to get.
kúlun	clay cooking pot.
kún	if.
kun kís'a	sometimes, occasionally.
kundíman	Filipino song written in the local languages to express love or misery.
kunú	quoting particle meaning 'according to'.
kurbáta	necktie.
kuríng	cat.
kusína	kitchen.
kusinéro	cook; *kusinera* female cook.
kúsug	*makusug* strong, energetic.
kutsára	tablespoon.
kutsaríta	teaspoon.

kutsílyo	knife.
kútub	until.
kwadérno	notebook.
kwarénta	forty.
kwárta	money.
kwárto	room, quarter.
kwátro	four.

D

dá'	short form of *dira*.
dá'an	old, over used.
dakú'	big, bulky.
dakúp	to catch, to trap.
dágat	sea, ocean.
dágum	needle.
dáhun	leaf.
dalá	to bring, to carry.
dalág	yellow.
dalága	young unmarried girl.
dalágan	to run, to scamper.
dálan	road, path, street.
dáli'	come on, come here.
dalí'	fast, quick, hurried; to hurry.
dámu'	*madamu'* many, plenty.
dámul	*madamul* thick, dense.
dapúg	stove, fireplace.
dásig	hurry; *madasig* fast, quick.
da'úg	gain, winnings; to win, to overcome.
dáw sa	seem like, like something.
dáyun	to enter, to come in, to continue.

dekolór	colored, multi-colored.
dekorá	to decorate.
de lárgo	long pants.
dentísta	dentist.
Desyémbre	December.
dí	short form of diri.
dídtu	there (very far from both the speaker and the hearer).
di'ín	where.
di'ín sádtu	which of those yonder there.
di'ín siná'	which of those.
di'ín siní	which of these.
díngding	wall.
dirá'	there.
direktór	director.
dirí	here.
diskúrso	speech; to give a speech.
díyas	birthday.
doktór	doctor.
Domínggo	Sunday.
dormitóryo	dormitory.
dós	two.
dóse	twelve.
doséna	dozen.
dúga'	sap, juice.
dúgay	of time, long.
duhá	two.
dúhul	to hand personally, to pass on.
dúla'	to lose, to mislay.
dúlsi	candy, pastry.
dúta'	soil, land, earth.
dyés	ten.

dyíp	jeepney.
Dyús	God.
dyútay	tiny, small, little.

E

eksámin	test, examination.
éh	hesitating particle or filler.
eleksyón	election; to hold an election.
Enéro	January.
enhenyéro	engineer.
Englatéra	England.
eropláno	airplane.
eskwéla	pupil, student; eskwelahan school house.
Espánya	Spain.
Espanyól	Spanish, Spaniard; Espanyola female Spanish citizen.
Estádos Unídos	United States.
estánte	shelf.
estár	to stay, to live, to reside.
estasyón	station.
estudyánte	student.

F

fálda	skirt.
famílya	family.
Febréro	February.
floréra	flower vase.
Fránsya	France.

G

gábi	taro.
gáb'i	night, evening.

gáhud	noise; *magahud* noisy, bothersome.
galí'	really, is that so, indeed.
gamáy	small, little.
gámit	to use, to devise.
gamút	root.
gáni'	as a matter of fact, in fact, so that.
gántang	ganta, unit of measure with a volume content of approximately three liters.
gánsa	goose.
gásto	to spend, to pay out; *gastos* expenses.
gátas	milk.
gatús	hundred.
gáwgaw	starch.
géra	war.
gíd	intensifier particle.
ginamús	marinated fish sauce.
gin'anú	pro-verb meaning what did...do.
ginháwa	breath, respiration; to breathe.
ginikánan	parent.
gín'ut	*magin'ut* warm, hot, for climate or weather.
gobernadór	governor.
grúpu	group.
gúnting	scissor; to cut with scissors, to give a haircut.
gústo	to care for, to like, to want.
gútum	hunger, craving; to be hungry.
gwá'	outside.
gwápo	handsome; *gwapa* pretty, beautiful.

H

ha	filler functioning like 'huh'.
hábul	blanket.
habún	soap.
habúy	to throw, to fling.
hákwat	to carry, to lift.
hádluk	fear; to be afraid.
hágdan	stair.
hálin	to transfer, to move to another house, to move to another place.
halín	to leave, to depart, to go away.
halúg	loose.
hámbal	talk, speech; to talk, to speak.
hámpang	play, game; to play.
hamún	ham.
hángin	wind, breeze.
Hapún	Japan, Japanese; *Hapunesa* female Japanese citizen.
hápun	afternoon.
hapús	*mahapus* easy, manageable.
harána	serenade.
hardín	garden.
harína	flour.
hásta	until.
hátag	to give.
héfe	chief.
hibalú	to know, to be aware of.
hibí'	cry; to cry, to weep.
higád	alongside.
hilánat	fever; to have fever.
hiláw	fresh, uncooked, unripe.
hímu	to make, to do, to perform.

hímus	to put away, to arrange.
himútad	to observe closely, to scrutinize.
hináblus	niece, nephew.
hínay	slow, gentle.
hísa'	envy; *mahisa'* envious, jealous.
hulám	to borrow.
hulát	to wait, to expect.
húlug	to drop, to throw down, to fall.
Húlyo	July.
humán	finished, completed; to terminate, to finish, to complete.
humáy	rice plant.
húmlad	to spread out, to open up.
húna'húna'	thoughts; to think, to consider.
Húnyo	June.
húsay	comb; to solve, to put in order, to arrange.
hústo	right, enough, adequate, correct.
hú'u	yes.
hu'út	tight.
Hwébes	Thursday.

I

ibábaw	top, surface.
ibán	other, some other.
ikáw	you (second person singular nominal pronoun).
idálum	underneath, beneath, below.
idú'	dog.
íhaw	to roast, to broil.
íla	their, theirs (third person plural pre-position source pronoun).
ilímnun	drink, beverage liquor.

Ilokáno	language spoken in the Ilocos region of the Philippines.
ilúng	nose.
ilúy	mother.
impúnto	sharp for time, on the dot.
ímu	your, yours (second person singular pre-position source pronoun).
iná'	that.
índay	endearment term for younger girls.
índi'	no.
ineksyón	injection.
iní	this (near the speaker).
ínit	hotness, rage, passion; to heat.
inítan	sunshine.
Intsík	Chinese.
inúm	to drink.
ínyu	your, yours (second person plural pre-position source pronouns).
isá	one.
ísda'	fish.
ísip	to count.
istórya	story, conversation; to tell a story, to converse.
ísu	chalk.
ísug	ma'isug bold, brave, courageous.
ítlug	egg.
itúm	black; ma'itum black in color, dark in complexion.
íya	his, her, hers, its (third person singular pre-position source pronoun).

L

labá	to wash clothes; labandera laundrywoman.

lába'	malaba' long, lengthy.
labáw	over, extra, excess.
lakát	to go, to walk over.
lá'ga'	to boil in water.
lagwérta	yard, orchard.
lá'in	mala'in bad, evil, immoral.
laláki	man, male person, boy.
lamésa	table.
lamíg	of weather, cold.
lána	oil, cooking oil.
láng	(limiting particle) only, also, just.
langúy	to swim.
lápad	malapad wide, broad, extensive in area.
lápis	pencil.
lapít	malapit near.
láta	tin can, empty can.
látag	to bleach under the sun.
láwas	body.
láw'ay	malaw'ay ugly, unpleasant.
láwid	malawid of distance, long.
láya'	to wither, to fade.
leksyón	lesson.
líbre	free, gratis.
libreríya	library.
líbro	book.
likú'	to turn the corner.
likúd	back.
lígad	to overpass, to pass by, to be past.
lígid	to roll over, to turn over.

lígu'	to bathe.
lígus	variant of *ligu'*.
líla	violet, lavender.
limá	five.
limitádo	limited.
linábhan	washed clothes.
língkud	to sit down.
lipát	to forget, to lose memory of.
lípay	*kalipay* happiness, joy; to be happy, to have joy.
líp'ut	*malip'ut* brief, short.
lísta	list; to list down, to enter a name.
lísu	seed.
litsún	pig roasted over a coal pit.
lí'ug	neck.
liwát	to do again, to repeat.
lólo	grandfather; *lola* grandmother.
lubí	coconut; *kalubihan* coconut land.
lugár	place.
lúmpat	to jump, to leap.
Lúnes	Monday.
lupád	to fly, to soar in the air.
lútu'	to cook, to ripen as of fruits.
luwág	big spoon used for cooking, ladle.
lúya	*maluya* weak, decrepit; to weaken, to tire.
lúyag	to want, to like, to desire.
luyú	beside, side, near.

M

ma'anú	pro-verb meaning, what will...do.
ma'áyu	fine, good.

makiná	machine.
makinílya	typewriter.
ma'éstro	instructor, teacher; ma'estra female teacher.
mag'asáwa	married couple.
maguláng	older brother or sister.
mahál	expensive, dear, darling.
mahímo	to be possible, to be feasible.
ma'ís	corn.
maléta	luggage, piece of luggage.
mán	(filler particle) also, too.
mánang	respect term for older women.
maní	peanut.
manínay	godmother.
mansánas	apple.
mantél	tablecloth.
manúk	chicken.
mánung	respect term for older men.
mangá	plural marker.
mángga	mango.
mánghud	younger brother or sister.
mangingísda'	fisherman.
mangungúma	farmer.
Márso	March.
Mártes	Tuesday.
maskín	even though, even if.
masyádo	too much, excessive.
matá	eye.
matadéro	butcher.
máy	to have, to be existent.
mayád	good, fine, well.

Máyo	May.
mayór	Mayor of a city or town.
médya	half.
médyas	sock, stocking.
métro	meter.
míl	thousand.
mutsátso	male servant, hired help; mutsatsa maid.
Myerkolés	Wednesday.
mílyo	million.
mínus	to be less, to subtract, to be minus.
míngaw	to be lonely, to be homesick.
miyád	variant of mayad.
mú	short form of nimu.
mú	particle used to express affirmation of the statement in which it is the last word.
munisípyo	municipal hall, town hall.
muskobádo	unrefined sugar.

N

ná	already, still, yet.
ná'	short form of ina'.
nákun	my (first person singular post-position source pronoun).
nag'anú	pro-verb meaning, what did...do.
naláng	limiting particle meaning, only, just.
námit	manamit delicious, savory.
námun	our (first person plural exclusive post-position source pronoun).
nánay	mother, respect form for older female relatives.

nánday	plural personal name post-position marker.
nánu	variant of anu.
napúlu'	ten.
nárs	nurse.
nátun	our (first person plural inclusive post-position source pronoun).
Néne'	endearment term for younger girls, especially the eldest in the family.
nérbyos	nervousness, anxiety; to be nervous, to be edgy.
nī	short form of ini.
ní	singular personal name post-position marker.
níla	their (third person plural post-position source pronoun).
nímu	your (second person singular post-position source pronoun).
nínyu	your (second person plural post-position source pronoun).
nipís	manipis thin, thin like paper.
níwang	maniwang lean, thin of animate beings.
niya	her, his, its (third person singular post-position source pronoun).
Nobyémbre	November.
nóbyo	groom, boyfriend, sweetheart; nóbya girlfriend, bride, sweetheart.
Nónong	endearment term for young boys, especially the second oldest in the family.
Nónoy	endearment term for young boys, especially the youngest in the family.
nú	variant of anu for tag questions.
nwébe	nine.

NG

nga	attribute connector.
ngá'a	why.
ngálan	name.
ngípun	tooth.

O

o	or; oh, okay.
óbra	work, job; to work, to do a job; *olubrahun* work, task.
ónse	eleven.
opisína	office.
óras	time.
ospitál	hospital.
otél	hotel.
otsénta	eighty.
ótso	eight.

P

pá	still, yet.
pá'a	leg, thigh.
pábo	turkey.
paboríto	favorite.
paka'isá	first degree cousin.
pakéte	pack, package.
padalá	package sent through someone or the mail; to send, to mail.
pagká'un	food.
páhu'	mango.
pahúway	rest; to rest.
pa'ít	bitterness; *mapa'it* bitter.
palángga'	person who is the pet of the family, darling, sweetheart.

pálay	rice plant.
palíhug	please.
pálta	to be absent.
pamáhaw	breakfast; to eat breakfast.
pamángkut	question, query; to ask a question.
památi'	to listen.
panahún	climate, weather, time.
panáptun	cloth.
panílag	to watch, to scout, to observe.
pantalón	pair of pants.
panúgyan	suggestion.
panyága	lunch; to eat lunch.
panyápun	supper, dinner; to eat dinner.
pányu'	handkerchief.
pangabúhi'	life, way of life.
pangáyu'	request, demand; to ask for, to request.
pangíta'	earnings, wage; to earn a living, to search for.
papél	paper.
pára	for.
pára kay sín'u	for whom (singular).
pára kánday sín'u	for whom (plural).
paráda	parade, parking; to park a vehicle.
parého	same, similar.
paryénte	relative.
pasáhe	passage, trip; pasahero passenger.
pásyar	to take a walk, to stroll.
patátas	potato.
páti	to obey, to believe.

pa'úli'	to go home, to return home.
páyung	umbrella.
péras	pear.
péro	but.
peryódiko	newspaper.
pesétas	twenty-centavo coin.
pétsa	date.
pikít	(of clothes) tight.
pikúy	parrot.
pilá	how much, how many.
píli'	to choose, to select.
Pilipínas	Philippines.
Pilipíno	Filipino citizen; Pilipina female citizen of the Philippines.
pilít	mapilit sticky, clammy; to stick, to adhere.
pimyénta	red or white pepper.
pínta	paint; to paint.
pintór	painter.
pínya	pineapple.
pínggan	plate, dish.
písan	mapisan diligent, industrious.
pisára	blackboard.
písos	peso.
píspis	bird.
pitáka	purse, handbag, wallet.
pitú	seven.
pláka	phonograph record.
plántsa	dry iron; to iron.
plása	plaza, park.
platíto	saucer.
pláto	dinner plate.

pomáda	mens' hair dressing, pomade.
prémyo	prize.
presidénte	president.
présyo	price.
prímo	cousin; *prima* female cousin.
prinsipál	school principal.
príto	fried; to fry, to cook in oil.
probínsya	province.
probléma	problem.
prográma	program.
propesór	professor; *propesora* lady professor.
prútas	fruit.
púgad	nest.
pulá	red, crimson; to blush.
púlbus	powder, face powder.
pulús	*may pulus* to be useful, to be profitable, to be of an advantage.
púnta	tip, very end.
púngku'	to sit down.
pú'pu'	to harvest from a tree, to pick fruits or flowers.
pústa'	stake, bet; to bet.
putí'	white; *maputi'* white, fair in complexion.
pútul	to cut off, to sever.
putús	wrapper; to wrap, to pack.
púyu	cloth bag with [illegible]raw string.
puyú'	to live. to re[illegible]; *puluy'an* house, dwelling.
pwérta	door.
pyáno	piano.
pyé	unit of measure, foot.

R

rádyo	radio.
regálo	gift, present, to give a present.
reló	watch, clock.
relyéno	stuffed chicken or fish.
rénta	rent; to rent.
repólyo	cabbage.
retráto	picture.
réyna	queen.
rósa	pink.
rósas	rose.

S

sá	by, at, on, in.
sábad	masabad noisy, troublesome.
Sabadó	Saturday.
sáka'	to come in, come up; to climb, to ascend.
sakáy	to ride, to board.
sakít	illness, pain; masakit painful, hurting; masakitun sick person.
sádtu	those (long time ago, there far away).
ságing	banana.
salámat	thank you.
salapí'	fifty-centavo coin.
salúg	floor.
sampaguíta	native jasmin.
sán'u	when.
sáng	non-topic noun marker.
sangá	branch, twig, bough.
sapátus	shoe.

saráng	to be able, to be capable of, to be able to afford.
sarsyádo	meat dish with gravy.
sá'ut	dance; to dance.
Sebuáno	language spoken in the Eastern Visayan region of the Philippines.
sekretáryo	secretary; *sekretarya* lady secretary.
séda	silk.
semána	week.
Septyémbre	September.
serbésa	beer.
serbilyéta	napkin, table napkin.
sérbi	to serve.
sentábo(s)	centavo(s).
sentimós	cents.
seténta	seventy.
séys	six.
sí	personal name topic marker.
sibít	pin.
sibúyas	onion.
sigarílyo	cigarette.
sígi	okay; to go on, to continue.
sigúro	maybe, perhaps.
silá	they (third person plural nominal pronoun).
sílak	rays of the sun, sunshine; to shine.
sílhig	broom; to sweep with a broom.
silíng	to talk about, to say.
símba	to worship, to go to church; *simbahan* church.
síng	variant of *sang*.
sína'	that.

siní	this.
síni	movie, movie theatre; sinihan movie theatre.
sín'u	who.
síngko	five.
singkwénta	fifty.
síngsing	ring.
sipílyo	toothbrush; to brush the teeth.
síp'un	running nose; to have running nose.
síya	chair.
siyám	nine.
sóbre	envelope.
soltéro	young bachelor man.
sorbéte	ice cream.
subá'	river.
subúng	now, like, similar.
súki'	favorite customer.
súksuk	to wear, to don.
sud'an	viand, meat dish.
súgá'	light, electric or gas light.
sugál	gamble, risk; to gamble, to take the risk.
sugilánun	story, conversation; to tell a story, to converse.
sulát	letter; to write.
sulúd	inside; to enter, to put inside.
sunúd	next, following.
superbisór	supervisor.
sús	my, gee, goodness gracious.
sutíl	naughty, mischievous.
súyup	to absorb, to breath in, to suck in.
swéldo	salary, compensation; to receive a salary.

swérte	luck, fate; *maswerte* lucky.
syá	he, she, it (third person singular nominal pronoun).
syén	hundred; *syentos* hundred.
syéte	seven.
syudád	city.

T

tá'as	*mata'as* tall.
tábang	help, aid; to help, to assist.
tábas	to sew a dress, to cut clothes.
tablétas	tablet, pill.
tabú'	*natabu'* to come to pass, to happen; event, happening.
tág	value marker.
tagá	from, place of origin.
tagá di'ín	from where.
Tagálog	language spoken in the Central Luzon area of the Philippines.
tagbaláy	owner of the house; hello! (anybody home?).
tagpilá	how much.
tágu'	to hide, to keep.
tahí'	sewing, stitching; to sew.
tahúm	*matahum* pretty, beautiful.
talámnan	field, garden.
talúm	*matalum* of tools and instruments, sharp.
talúng	eggplant.
tamád	lazy, idle.
támbuk	*matambuk* stout, fat.
tám'is	*matam'is* sweet.
tanán	all, altogether.
tán'aw	to see, to watch, to look at.

tándug	to touch.
táni'	if at all possible.
tanúm	plant; to plant.
tányag	offer; to offer.
tapús	finished, completed; to finish.
tása	cup.
tátap	to look after, to take care of.
tátay	father, respect term for older male relatives.
tátlu	three.
tawág	to call, to call on the telephone.
táwu	person, people; *natawu* to be born.
táytay	bridge.
téla	cloth.
telebísyon	television.
telegráma	telegram.
teleponó	telephone.
térno	mens' formal coat, matching suit and pants, ladies' long formal attire with butterfly sleeves.
tí'	well..., so...now then.
ti'íl	foot.
tiláw	to try, to taste.
tímpla	to mix together.
tinápay	bread.
tindéro	salesman; *tindera* saleslady, female vendor.
tíndug	to stand.
tinedór	fork.
tiníkling	Filipino bamboo dance.
tínlu'	*matinlu'* clean, pure.
tíngala	surprise, wonder amazement; to be surprised, to wonder.
típig	to fold, to put away.

típun	to store, to gather together.
tíra	to fight, to box, to kick, to batter.
tíya	aunt.
tiyán	abdomen.
tíyo	uncle, respect term for older male relatives.
Tóto'	endearment term for the eldest or youngest boy in the family.
trabáho	work, job; to work, to do a task.
trák	truck.
trés	three.
trése	thirteen.
tréynta	thirty.
tsá	tea.
tsinélas	slipper.
tsokoláte	chocolate.
tú	short form of atu.
tu'álya	towel.
tubá'	fermented coconut juice drink.
túbi'	water.
túbig	variant of tubi'.
túbu'	to grow.
tukár	to play an instrument.
túdlu'	finger; to teach, to point at.
túgnaw	matugnaw cold, cool of weather; to feel cold.
tú'ig	year.
túlug	sleep; to sleep.
tulún'an	book.
tumáwu	dwarf, elf.
túmpuk	pile, group.
tungá'	middle, center, between; to divide, to halve.

túngtung	to put on top, to rest on.
tungúd	concerning, about, because.
tu'ú	right.
tú'un	to study, to learn.
túytuy	to support, to guide.
tuyú	to feel sleepy, to be drowsy.
tyánggi'	small corner store which carries a little of everything.
tyémpo	time, weather, climate.
tyénda	store, market.

U

úbas	grape.
ubú	cough; to have a cough.
údtu	noon.
ugá	dry; dried fish.
ugángan	father or mother-in-law.
ugís	faded, over used.
úgtu	variant of udtu.
úhaw	thirst; to be thirsty.
ulán	rain.
úli'	to return, to give back.
ulihí	late, delayed.
úlu	head.
umá	farm.
umpisá	start, beginning; to start, to commence.
úna	first, one.
úno	variant of una.
upúd	companion, buddy; to go along, to keep company.
usár	to use.
útan	vegetable.
útud	brother, sister.

úy	oh, hey.
úyat	to hold, to grasp.

W

walá	left.
walá'	none, no.
Walá' sang anú man.	You are welcome, don't mention it.
walú	eight.
wisík	to sprinkle, to spray.

Y

y	of time, and.
yárda	unit of measure, yard.
Yurópa	Europe.

SUPPLEMENTARY MATERIALS

These materials are supplementary to the teaching text. They can be utilized to supplement the teaching materials during training sessions, or can be used by the Peace Corps Volunteers for self-study after training is over.

The following contains classified vocabulary lists, phonology drills, written and reading exercises, and a miscellaneous collection of poems, songs, dialogues, anecdotes, and riddles.

USEFUL EXPRESSIONS IN HILIGAYNON

A. Greetings

a.	Di'in ka makadtu?	Where are you going?
b.	Sa...	To...
a.	Di'in ka naghalin?	Where did you come from?
b.	Sa...	From...
a.	Nakaka'un ka na?	Have you eaten?
b.	Hu'u.	Yes.
	Wala' pa.	Not yet.
	Ka'ina pa.	Earlier.
a.	O, kumusta ka?	How are you?
b.	Ari buhi' pa.	Still alive, at least.
	Gaginhawa pa.	Still breathing.

B. Leavetaking

a.	Malakat na aku.	I'm going.
	Diri ka nalang, ha.	Goodbye. (I'll leave you here).
	Ma'una na aku.	I will go ahead.
b.	O, sigi.	Okay.
a.	Pa'uli' na aku.	I will go home now.
b.	Balik ka, ha.	Come back, please.
	Balik liwat.	Come again.
	Makit'anay nalang kita liwat.	I'll see you again.

C. Invitations

a.	Pamasyar man kamu sa amun.	Come and see us.
b.	O, sigi. San'u?	Okay. When?
a.	Bamus mamasyar kita.	Let's take a walk.
	Updi ku anay.	Please accompany me.
	Buligi ku anay.	Please help me.
b.	Hu'u basta ikaw.	Yes, anything you say.
	Indi' lang anay subung.	Not right now.
	Wala' aku tyempo.	I don't have time.
a.	Dali' na, mahampang	Come on, let's play.
	Dali' na, makadtu kita sa tyanggi'.	Come on, let's go to the store.
b.	Sigi, dali'.	Okay, let's go.
	Indi' ku gusto.	I don't want to.

a. Maka'un na kita.	Let's eat.
b. Indi' pa aku gusto.	I don't want to eat yet.
Wala' pa aku gana.	I don't have the appetite yet.
Karun lang.	Later.
Busug pa aku.	I am still full.
a. Pagka'un na.	Have some food now.
Ka'un nalang di.	Eat with us here.
b. Wala' aku sang gana.	I don't have any appetite.
c. Aku man.	Me, too.

D. Physical Discomforts

a. Kala'in sang pamatyag ku.	I feel bad.
Masakit ang ulu ku.	My head aches.
Daw sa malipung aku.	I feel dizzy.
Galingin ang ulu ku.	My head seems to be spinning.
Ginasip'un aku.	I have a running nose.
Ginakataru aku.	I have a cold.
Ginahilanat aku.	I have a fever.
Mabug'at ang akun lawas.	I'm not in the mood.
Natamaran aku.	I feel lazy.
Ginakapuy aku.	I am tired.
b. Tu'ud?	Really?

E. Expressions for Frustrations and Disappointments

1. Susmaryosep!	My gosh! Oh no!
2. Kanugun!	What a waste! Pity!
3. Ulihi na.	Too late.
4. Ikaw gid abi, eh.	It's your fault.
5. Aruy!	Ouch!
6. Kasubu'!	How sad!
7. Kamingaw!	How lonely!
8. Kala'in!	How bad!
9. Kabastus!	How rude!

F. Words of Banter and Fun

1. Sus!	Oh my!
2. Abaw!	Wow, well...
3. Dyus ku!	My Lord!
4. Tu'ud?	Really?
5. Gali'?	Is that so?
6. Baw?	Really?
7. Aba!	Oh.
8. Syempre!	Of course!

9.	Naturalmente!	Naturally!
10.	Uy!	Hey! oh.
11.	Huy!	Hey!
12.	Bugalun!	Braggart!
13.	Tikalun!	Liar!
14.	Butigun!	Liar!
15.	Tamad!	Lazybone!
16.	Loko!	Stupid!
17.	Bu'ang!	Crazy!
18.	Torpe!	Nuts!
19.	Simbergwenza!	Shameless!
20.	Walay huya'!	No manners!
21.	Wala' ka sang labut.	It's none of your business.
22.	Bola lang ina'.	That's just flattery.
23.	Barat!	Cheapskate!
24.	Basta ikaw.	Anything you say.
25.	Siga'siga' sya baw?	You think you're somebody?

G. Miscellaneous

1.	Anu siling mu?	What did you say?
2.	Ti', kita' mu na?	You see?
3.	Ti' anu na?	What now?
4.	Sigi na.	Please do go ahead.
5.	Bahala' na.	Come what may.
6.	Bahala' ka.	It's up to you.
7.	Ambut sa imu.	You are responsible.
8.	Pasensya ka lang.	Be patient.
9.	Pasensyaha lang aku.	Pardon me.
10.	Indi' ku gintuyu'.	It was not intentional.
11.	Wala' ku ginhungud.	I did not mean to do it.
12.	Sa kalu'uy sang Dyus.	God willing.
13.	Siling ku na, eh.	I already said so. I told you.
14.	Ti, siling ku gid.	Just as I predicted.
15.	Pa'agya ku.	Let me pass, please.
16.	Tabi' anay.	Excuse me, may I pass.
17.	Wala' kaso.	It's nothing.
18.	Anay ka.	Just a minute.
19.	Dali' lang.	One moment please.
20.	Kun kis'a.	Sometimes.
21.	Malaka'.	Rarely.
22.	Wala' ka sang mahimo.	There's nothing you can do about it.
23.	Hulat anay.	Wait.
24.	Kuntani'.	If possible.

25. Tani'.	I was hoping...
26. Tapus ka na?	Are you through?
27. Para!	Stop!
28. Dyutay pa.	A little more.
29. Sigi pa.	A little more. Go on.

H. Useful Expressions in Marketing

a. Kamahal man!	It's very expensive!
Masyado kamahal.	It's too expensive.
Pwede ka'ayu'?	Can I ask for a discount?
Wala' na gid sang ayu'?	No more discount?
Pa'ayu'a man aku.	Please let me bargain.
Suki' gid lang nimu aku, pro.	But I'm your regular customer.
Sigi na, ihatag mu na.	Come on, give it now.
Dugangi man maskin dyutay lang.	Add a little more (for free).
Ari ang bayad.	Here's the payment.
b. Baratu na gani' na'.	That's already cheap.
Pila ang ayu' mu.	How much is your bargain?
Alkanse aku.	I'm at a loss.
Wala' pa sa kapital.	It's not even equal to the cost price.
Indi' mahimo.	I can't give it.
O, sigi nalang.	Oh, okay.
Sigi, bwena mano.	Okay, only because you are the first customer.
Basta suki'.	As long as you are a regular customer.
Ari ang sinsilyo mu.	Here's your change.
Ari ang kambyu.	Here's your change.

SUPPLEMENTARY VOCABULARY LIST 1

Classroom and Office Articles

bench	bangku'
blackboard	pisara
book	libro
cabinet, closet	aparador
chair	siya
chalk	tisa', isu, tsok
crayon	krayola
eraser	borador, ereyser
fountain pen	pluma
light	suga'
notebook	kwaderno
paper	papel
pencil	lapis

SUPPLEMENTARY VOCABULARY LIST 2

Parts of a Room

balcony, porch	balkon
ceiling	kisame
corner	suluk
door	pwerta
floor	salug
post	haligi, poste
steps	lintang, halintang
wall	dingding
window	bintana'

SUPPLEMENTARY VOCABULARY LIST 3

Main Parts of the House

awning	palayas, medya agwa
bathroom	banyo
dining room	komidor
garage	garahi
kitchen	kusina
livingroom	salas
porch	balkon
roof	atup
room	kwarto
stair	hagdan, hagdanan
step	lintang, halintang

storeroom	bodega
toilet	kasilyas
under the house, basement	silung, idalum
wall	dingding
window	bintana'
window sill	pasamano

SUPPLEMENTARY VOCABULARY LIST 4

Roots of Common Verbs

agree	sugut
answer	sabat
ask	pangayu'
ask (question)	pangutana
take a bath	paligu'
bring	dala
buy	bakal
borrow	hulam
(eat) breakfast	pamahaw
call	tawag
catch	dakup
change	ilis
change, exchange	baylu
converse	istorya
cook	lutu'
count	isip
dance	sa'ut
(eat) dinner	panyapun
do	buhat, himu
drink	inum
eat	ka'un
follow	sunud
forgive	pasensya
get	kuha'
go	kadtu
go (home)	pa'uli'
go (with someone)	upud
guess	pakut
help	bulig, tabang
like	gusto, luyag
listen	pamati'
loss	dula'
(eat) lunch	pani'udtu
make	himu, buhat
necessary	kinahanglan

observe	himutad
pay	bayad
pass by	agi
play	hampang
plant	tanum
put	butang
read	basa
receive	batun
remember	panumdum
ride	sakay
sell	balígya'
see, look	tan'aw
see, meet	kita'
sing	kanta
sit	pungku'
sleep	tulug
solve	husay
smoke (cigarette)	panigarilyo
swim	languy
talk	hambal
teach	tudlu'
think	huna'huna'
throw	habuy
try	tilaw
use	gamit
wait	hulat
walk	lakat
wash (clothes)	laba
wash (dishes, hands)	hugas
wash (face)	hilam'us
watch	bantay
work	trabaho, obra
worship, go to church	simba
write	sulat

SUPPLEMENTARY VOCABULARY LIST 5

Helpers in the Government

president	presidente
vice-president	bisí-presidente
senator	senador
representative	representante
governor	gobernador
vice-governor	bisi-gobernador
mayor	mayor, alkalde
vice-mayor	bisi-mayor

councilor	konsehal
secretary	sekretaryo
treasurer	tesorero
barrio captain	kapitan del baryo
policeman	polis
chief of police	hefe
fireman	bombero
judge	huwes

SUPPLEMENTARY VOCABULARY LIST 6

Occupations

actor, actress	artista
barber	barbero
big land owner	asyendero/a
bill collector	kobrador
bootblack	limpyabuta
carpenter	panday, karpentero
chauffer, driver	tsuper, draybir
chief of police	hefe
clerk	eskribyente
cook	kusinero/a
councilor	konsehal
dentist	dentista
doctor, physician	doktor
dressmaker	modista
employee	empleyado/a
engineer	enhenyero/a
farmer	magsasaka
fisherman	mangingisda'
foreman	kabo
gambler	sugarul
garbageman	basurero
gardener	hardinero
health inspector	sanitaryo
janitor	dyanitor
judge	huwes
laborer	hornal
laundryman, woman	labandero/a
lawyer	abogado/a
machinist	mikaniko
mailman	kartero
mason	kantero
messenger	mensahero
midwife	paltera
nurse	nars

painter	pintor
pharmacist	parmasyotiko/a
photographer	retratista
pianist	pyanista
plowman	arador
plumber	tubero
priest	pari'
quack doctor	arbolaryo
rig driver	kutsero
salesman, woman	tindero/a
sculptor	eskultor/a
seasonal worker	sakada, sakadero
secretary	sekretaryo/a
servant	mutsatso/a
shoemaker	sapatero
stevedor	kargador
surveyor	agrimensor
tailor	sastre
teacher	ma'estro/a
treasurer	tesurero
writer	manunulat

SUPPLEMENTARY VOCABULARY LIST 7

Numbers	Hiligaynon	(Hiligaynon-)Spanish
1	isa	uno
2	duha	dos
3	tatlu	tres
4	apat	kwatro
5	lima	singko
6	anum	seys
7	pitu	syete
8	walu	otso
9	siyam	nwebe
10	napulu'	dyes
11	napulug isa	onse
12	napulug duha	dose
13	napulug tatlu	trese
14	napulug apat	katorse
15	napulug lima	kinse
16	napulug anum	dyes y seys
20	duha ka napulu'	beynte
21	duha ka napulug isa	beynte y uno
30	tatlu ka napulu'	treynta
31	tatlu ka napulug isa	treynta y uno

40	apat ka napulu'	kwarenta
41	apat ka napulug isa	kwarenta y uno
50	kalim'an	singkwenta
51	kalim'an kag isa	singkwenta y uno
60	anum ka napulu'	seysenta
61	anum ka napulug isa	seysenta y uno
70	pitu ka napulu'	setenta
71	pitu ka napulug isa	setenta y uno
80	walu ka pulu'	otsenta
81	walu ka pulug isa	otsenta y uno
90	siyam ka pulu'	nobenta
91	siyam ka napulug isa	nobenta y uno
100	isa ka gatus	syen
200	duha ka gatus	dos syentos
300	tatlu ka gatus	tres syentos
400	apat ka gatus	kwatro syentos
500	lima ka gatus	kinyentos
1000	isa ka libu	mil
2000	duha ka libu	dos mil

SUPPLEMENTARY VOCABULARY LIST 8

Main Parts of a Flower, Plant and Tree

bark	panit sang kahuy
branch	sanga
bud (flower)	bukul
bud (leaves)	ugbus
flower	bulak
fruit	bunga
leaf, sepal	dahun
petal	petalo
root	gamut
seed	lisu, busul
trunk	punu'
wood, tree	kahuy

SUPPLEMENTARY VOCABULARY LIST 9

Days of the week and Months of the year

Monday	Lunes
Tuesday	Martes
Wednesday	Myerkoles
Thursday	Hwebes
Friday	Byernes
Saturday	Sabado
Sunday	Dominggo
January	Enero
February	Pebrero
March	Marso
April	Abril
May	Mayo
June	Hunyo
July	Hulyo
August	Agosto
September	Septyembre
October	Oktobre
November	Nobyembre
December	Disyembre

SUPPLEMENTARY VOCABULARY LIST 10

Family Relationships

aunt, respect form for older women	tiya
brother	utud nga lalaki
brother-in-law	bayaw
(older) brother	magulang nga lalaki
(younger) brother	manghud nga lalaki
child	bata', anak
daughter-in-law	umagad
father	amay, tatay
father-in-law	ugangan
first cousin	paka'isa
godfather	maninuy
godmother	maninay
grandchild	apu
grandfather	lolo
grandmother	lola
husband	bana
husband's sister or brother	hipag

in-law	bilas
mother	iluy, nanay
nephew, niece	hinablus
parent	ginikanan
relative	paryente, primo
relation between godchild and the children of godparent	igsu'un
second cousin	pakaduha
sister	utud nga babayi
sister-in-law	bayaw
(older) sister	magulang nga babayi
(younger) sister	manghud nga babayi
son-in-law	umagad
uncle, respect term for older men	tiyo
wife	asawa
wife's sister or brother	hipag

SUPPLEMENTARY VOCABULARY LIST 11

Vegetables

bamboo shoot	tambu'
banana heart	pusu'
bean sprouts	tawgi
bitter melon	amargoso
cabbage	repolyo
eggplant	talung
garlic	ahos
lettuce	litsugas
lima beans	patani'
mongo bean	mongo, balatung
mustard	mustasa'
potatoes	patatas
pumpkin	kalabasa
raddish	rabanos
spinach	alugbati
spoon cabbage	petsay
string bean	balatung
sweet potato	kamuti
tomatoes	kamatis
turnip	singkamas
watercress (similar)	tangkung
white spinach	kalubay

SUPPLEMENTARY VOCABULARY LIST 12

Condiments

butter	mantikilya
cheese	keso
garlic	ahos
milk	gatas
onion	sibuyas
pepper	katumbal
salt	asin
seasoning	rikado
shortening	mantika', lana
soy sauce	tuyu'
sugar	kalamay, asukar
vinegar	suka', langgaw

SUPPLEMENTARY VOCABULARY LIST 13

Women's Clothes and Toilet Articles

blouse	blosa
chemise	kamisun
comb	husay
dress	bayu'
handkerchief	panyu'
lipstick	lipstik
powder	pulbus
pants	'jeans'
panty	pantis
ribbon	lasu
shoes	sapatus
skirt	falda, saya
slipper	tsinelas
soap	habon
stockings, socks	medyas
toothbrush	sipilyo
toothpaste	'kolget'
towel	tu'alya
wash cloth	sibin

SUPPLEMENTARY VOCABULARY LIST 14

Men's Clothing and Toilet Articles

blade	'gilet'
comb	husay

handkerchief	panyu'
hat	kalu'
necktie	kurbata
pomade, hair dressing	pomada
pants	de largo, pantalon
razor	labaha
shirt	kamisadentro
shoes	sapatus
slippers	tsinelas
socks	medyas
toothbrush	sipilyo
toothpaste	'kolget'
towel	tu'alya
undershirt	kamiseta
wash cloth	sibin

SUPPLEMENTARY VOCABULARY LIST 15

Common /gin-/ Verbs

Root followed by translation	with /gin-/	with /gina-/	with /-un/
arado plow a field	ginaradu	gina'aradu	araduhun
bayad pay	ginbayad	ginabayad	
batun receive	ginbatun	ginabatun	batunun
butang put	ginbutang	ginabutang	
baylu change	ginbaylu	ginabaylu	bayluhun
buhat make, do	ginbuhat	ginabuhat	buhatun
baligya sell	ginbaligya	ginabaligya	baligya'un
basa read	ginbasa	ginabasa	basahun
bakal buy	ginbakal	ginabakal	baklun
ka'un eat	ginka'un	ginaka'un	kan'un
kanta sing	ginkanta	ginakanta	kantahun
kuha' get	ginkuha'	ginakuha'	kuha'un

dakup catch	gindakup	ginadakup	dakpun
dala bring	gindala	ginadala	dal'un
dula lose	gindula	ginadula	dula'un
gamit use	gingamit	ginagamit	gamitun
gutum feel hungry	gingutum	ginagutum	gutumun
husay solve	ginhusay	ginahusay	husayun
habuy throw	ginhabuy	ginahabuy	habyun
himu make	ginhimu	ginahimu	himu'un
hulat wait	ginhulat	ginahulat	hulatun
hambal talk	ginhambal	ginahambal	hambalun
hulam borrow	ginhulam	ginahulam	hulamun
huna'huna' think	ginhuna'huna'	ginahuna'huna'	huna'huna'un
hampang play	ginhampang	ginahampang	hampangun
init heat something	gin'init	gina'init	initun
inum drink	gin'inum	gina'inum	imnun
istorya converse, tell a story	ginistorya	gina'istorya	istoryahun
isip count	gin'isip	gina'isip	isipun
lutu' cook	ginlutu'	ginalutu'	lutu'un
languy swim	ginlanguy	ginalanguy	languyun
lakat walk, go	ginlakat	ginalakat	laktun
pangayu' ask	ginpangayu'	ginapangayu'	pangayu'un
pangutana ask	ginpangutana	ginapangutana	pangutan'un
pasensya forgive	ginpasensya	ginapasensya	pasensyahun
pani'udtu eat lunch	ginpani'udtu	ginapani'udtu	pani'udtuhun

panyapun eat dinner	ginpanyapun	ginapanyapun	panyapunun
pakut guess	ginpakut	ginapakut	paktun
panumdum remember	ginpanumdum	ginapanumdum	panumdumun
sabat answer	ginsabat	ginasabat	sabtun
sunud follow	ginsunud	ginasunud	sundun
sulat write	ginsulat	ginasulat	sulatun
sa'ut dance	ginsa'ut	ginasa'ut	sa'utun
tan'aw see, watch	gintan'aw	ginatan'aw	tan'awun
tanum plant	gintanum	ginatanum	tamnun
tudlu' teach	gintudlu'	ginatudlu'	tudlu'un
tugnaw feel cold	gintugnaw	ginatugnaw	tugnawun
tawag call	gintawag	ginatawag	tawgun
tuyu fell sleepy	gintuyu	ginatuyu	tuyuhun
uhaw feel thirsty	gin'uhaw	gina'uhaw	uhawun

SUPPLEMENTARY VOCABULARY LIST 16

Flowers and Trees

bougainville	bugambilya
chain of love	kadena de amor
chrysanthemum	mansanilya, kusmus
dhalia	dalya
frangipani	kalatsutsi
gardenia	rosal
ginger lily	kamya
hibiscus	katulanga, gumamela
jasmin	hasmin
orange jasmin	kamuning
pikake (jasmin)	sampaguita
rose	rosas
zinnia	margarita, sinya

acacia, rain tree	akasya
apple	mansanas
avocado	abokado
banana	saging
chrimoya	atis
curacao apple	markopa
coffee	kafe
chocolate	cacao
guava	bayabas
jack fruit	langka'
lychees	litsiyas
mango	pahu', mangga
needle pine	aguhu'
tamarind, sampaloc	sambag
papaya	kapayas
pear	peras

SUPPLEMENTARY VOCABULARY LIST 17

Places

barrio	baryu
capital	kapital
capitol	kapitolyo
church	simbahan
city	syudad
cockpit	bulangan
country, nation	pu'ud, nasyon
corner	kanto
field, farm	uma
gambling den	sugalan
hotel	otel
hospital	ospital
market	tyenda
platform	entablado, plataforma
park	plasa, parke
province	probinsya
road	karsada, dalan
school	eskwelahan, buluthu'an
town	banwa
town hall	munisipyo
village	sityo

SUPPLEMENTARY VOCABULARY LIST 18

Fruits

apple	mansanas
banana	saging
cherimoya	atis
grape	ubas
grapefruit	kabugaw, suha
jackfruit	langka'
lichees	litsiyas
mango	pahu', mangga
orange	kahil, naranghita
papaya	kapayas
pear	peras
pineapple	pinya
tangerine	naranghita

SUPPLEMENTARY VOCABULARY LIST 19

Time expressions

day after next	sa madasun nga adlaw
day after yesterday	sang isa ka adlaw
every day	adlawadlaw
each day	kada adlaw
in a little while	karun dugaydugay
last night	kagab'i
last Sunday	sang Dominggo
later	karun
now	subung
next Sunday	sa sunud nga Dominggo
on Sunday	sa Dominggo
some day	sa pila ka adlaw
some time ago, a while ago	kag'ina, ka'ina
this morning, noon, etc.	karun nga aga, udtu, etc.
today	karun nga adlaw
tonight	karung gab'i
tomorrow	bwas
tomorrow morning, evening, etc.	bwas sa aga, gab'i etc.
yesterday	kahapun

SUPPLEMENTARY VOCABULARY LIST 20

Means of Transportation

airplane	eroplano
bicycle	bisikleta
boat, ship	bapor
bus	bus
calesa, rig	kalesa
canoe, bangca	barutu
car	awtu, kotse
ferry boat	lantsa, sakayan
jeepney	dyip
raft	balsa
tricycle	traysikol
truck	trak

SUPPLEMENTARY VOCABULARY LIST 21

Parts of the Body

arm	butkun
armpit	iluk
back	likud
blood	dugu'
body	lawas
bone	tul'an
breast	dughan, susu
buttocks	buli'
cheek	pisngi
chest	dughan
chin	sag'ang
ear	dulunggan
elbow	siku
eye	mata
eyebrow	kilay
eyelash	amimiluk
face	nawung, guya
feet	ti'il
finger	tudlu'
forehead	agtang
gum	ngislu'
hair	buhuk
hand	kamut
head	ulu
heart	pusu', kasingkasing
heel	bu'ul

hip	balikawang
knee	tuhud
leg	pa'a, bati'is
lip	bibig
lung	baga'
mouth	ba'ba'
nail	kuku
nape	tangkugu'
navel	pusud
neck	li'ug
nose	ilung
palm	palad
shin	bati'is
shoulder	abaga
skin	panit
sole	dapadapa
stomach	tiyan
thigh	hita'
tooth	ngipun
tongue	dila'
waist	hawak

SUPPLEMENTARY VOCABULARY LIST 22

For Math Teachers Only

add	suma
addition	pagsuma
account	kwenta
amount	kantidad
answer	sabat
area	kabilugan
balance	nabilin
cash	kwarta
center	sentro, tunga'
column	pila
common	kumon
count	isip
deduct	buhinan
digit	numero
difference	diferensya
distance	distansya
divide	tunga'a
double	doble
each	kada isa, ang bilug
foot	pye
height	ta'as

inch	pulgada
interest	interes, tubu'
left	nabilin
less	buhinan, minusan
length	laba'
long	kalaba'
mathematics	matematika
measure	takus
meter	metro
method	pa'agi
minimum	kaminusan
minus	minus
multiply	padamu'un
number	numero
over	sobra
opposite	kabatuk
per	kada
percent	porsyento
pound	libra
price	presyo
problem	problema
process	pa'agi
product	produkto
profit	ganansya
prove	probahi
regular	regular
remainder	nabilin
result	resulta
same	pareho
side	higad
sign	sinyal, marka
solve	solbar
straight line	tadlung nga linya
substitute	ilisi, baluhi
sum	total, suma
surface	ibabaw
time	oras
total	total
triangle	trayangulo
unit cost	bili
value	bili, kantidad
volume	tomo, bahin
weight	bug'at
wide	masangkad
wrong	sala'
yard	yarda

SUPPLEMENTARY VOCABULARY LIST 23

Dining Room Utensils

bowl	yahung, malukung
coffee pot	kafetera
cup	tasa
fork	tinedor
glass	baso
knife	kutsilyo
napkin	serbilyeta
plate	pinggan, plato
platter	bandehado
saucer	platito
sugar container	asukarera
tablecloth	mantil
tablespoon	kutsara
teaspoon	kutsarita

SUPPLEMENTARY VOCABULARY LIST 24

Kitchen Articles

basin	labrador
broom	silhig
clay pot	kulun
faucet	gripu
frying pan	kalaha'
iron	plantsa
ladle	luwag
oven	pugun
pot	kaserola
spatula	spatula
stove	dapug
turner	palita

SUPPLEMENTARY VOCABULARY LIST 25

Topographical Terms

beach	baybay
cave	kweba
falls	busay
flat	/ma/tapan

forest	talun
hill	bungtud
island	isla, pulu'
mountain	bukid
river	suba'
sandy	balasun
sea	dagat
sloping	padulhug
spring	tuburan
stony	batuhun
volcano	bolkan
wave	balud
wave-like contour of land, slope	bakulud

SUPPLEMENTARY VOCABULARY LIST 26

Natural Elements

comet	kometa
dew	tun'ug
drizzle	talithi'
earth	duta'
earthquake	linug
fire	kalayu
flood	baha'
lightning	linti'
moon	bulan
planet	planeta
rain	ulan
rainbow	lalangaw
smoke	asu
star	bitu'un
storm	bagyu
sun	adlaw
thunder	dalugdug
wind	hangin

SUPPLEMENTARY VOCABULARY LIST 27

Ways of Selling Items

a piece, each	isa ka bilug, ang bilug
fifty pieces	kalim'an
one bottle	isa ka botelya
one bundle	isa ka bugkus

one can	isa ka lata
one chupa	isa ka atsaba
one dozen	isa ka dosena
ganta	gantang
hundred pieces	gatus
kilogram	kilo
liter	litro
one part	isa ka atado
pile	tumpuk

SUPPLEMENTARY VOCABULARY LIST 28

For Science Teachers Only

abdomen	tiyan
absorb	salupsup
air	hangin
antennae	sungu
balanced diet	kompletong pagka'un
beast, animal	sapat
blood	dugu'
boil	pabukala
bubbles	bula'
bulb, seedling	similya, saha'
caterpillar	atataru
cause and effect	bangdanan kag resulta
clay	daga'
color	kolor, du'ag
dew	tun'ug
dry	mala
electricity	elektrisidad
evaporate	pagmala
experiment	experimento
feathery	mabalahibu
fertilizer	abunu
fowl	pispis
full	punu'
fungus	ubung
gas	gas
gelatin	kantaw
germinate, grow	tubu'
gold	bulawan
heart	korason, pusu', kasingkasing
heat	init
intestine	tina'i
iron	salsalun

kidney	batu
light	suga'
lungs	baga'
magnet	batubalani'
moisture	pagkabum'ug
moon	bulan
mud	lapuk
observe	himutad
process	pa'agi
rain	ulan
respiration	pagginhawa
root	gamut
sand	balas
science	kina'adman
silver	pilak
size	kadaku'
skin	panit
sky	langit
soil	lapuk, duta'
star	bitu'un
stem	sanga
stone, rock, pebble	batu
sun	adlaw
temperature	ka'initun
throat	tutunlan
water	tubig
wet	basa'
wilt	laya', la'ay
watch carefully.	Tan'awa sang ma'ayu. Bantayi sang ma'ayu.
Describe what you have seen.	Istoryaha kun anu ang imu nakita'.
And what is the result?	Kag anu ang resulta?
What happened?	Anu ang natabu'?
What do you think happened?	Anu sa huna'huna' mu ang natabu'?

SUPPLEMENTARY VOCABULARY LIST 29

For English Teachers Only

ability	abilidad
absent	wala', palta
aim	handum
area	kalapad
assignment	halimu'un
calendar	kalendaryo
capacity	katakus
chairman	punu'
citizen	banwahanun
concept, idea	idiya
conclusion	katapusan, resulta
conscience	huna'huna'
convey	ipa'alintun
correct answer	hustung sabat
dictionary	diksyonaryo
effective	labing ma'ayu
event	hitabu'
experience	pinanilagan
fiction	indi' matu'ud
important	importante
interest	interes, kawilihan
introduction	pakilala
lesson plan	plano
oral	ihambal, oral
original	kina'ugalingun
plain, clear	ma'athag
principle	prinsipyo
recitation	pagpulungpulung, balaybay
review	pagliwat
test	iksamin
written	sinulat

Read aloud.	Basaha sang mabaskug.
Listen carefully.	Pamati' sang ma'ayu.
Listen and repeat.	Pamati' kag magsunud.
Give me an example.	Hatagi aku sang halimbawa'.
Write down what I dictate.	Isulat ang akun ginadikta.
Read silently.	Basaha sang mahipus.
Faster.	Dasig.

Spell the word...	Batubatuha ang pulung nga...
Change the title.	Ilisis ang titulo.
Write on the board.	Isulat sa pisara.

SUPPLEMENTARY VOCABULARY LIST 30

Animals and Pets

animal, beast	sapat, hayup
bird	pispis
cat	kuring
chicken	manuk
cow	baka
crab	alimangu
dog	idu'
dove	pating
duck	bibi
fish	isda'
goat	kanding
goose	gansa
hen	munga'
horse	kabayu'
kitten	kuting
pig	babuy
piglet	idik
rabbit	koneho
rooster	sulug
sheep	karnero
shrimp	sugpu, pasayan
spider	damang
turkey	pabo
turtle	ba'u
whale	balyena

SUPPLEMENTARY VOCABULARY LIST 31

Colors

black	itum
blue	asul
brown	kaki
gray	abu'abuhun
green	berde
pink	rosa
red	pula
violet	lila
white	puti'
yellow	dulaw, amarilyo, dalag

SUPPLEMENTARY VOCABULARY LIST 32

Hiligaynon Base Adjectives and Formatives

For Food:

delicious	manamit
sweet	matam'is
bitter	mapa'it
tasty	mananam
hot	makahang
bland	malas'ay
sour	ma'aslum
salty	ma'alat, ma'asin
astringent	ma'aplud
oily	masum'ud

For Objects and Conditions:

fragrant	mahamut
easy	mahapus
old	da'an
narrow	makitid
dry	mala
cold	bugnaw
hard	matig'a
beautiful	matahum
bright, shiny	masanag, mahayag
alive	buhi'
sharp	matalum
round	tipulun
long	malaba'
many, plenty	madamu'
big	daku'
deep	madalum
light	mamag'an
straight	tadlung
smooth	mapinu
fast	madasig
tall, high	mata'as
loose	halug
clean	limpyo
full	punu
durable	mahunit
expensive	mahal

bad odor	mabahu'
difficult	malisud
new	bag'u
wide	masangkad
wet	basa'

hot	mainit
soft	mahumuk
ugly	malaw'ay
dark	madulum
dead	patay
dull	mahabul
square	kwadrado
short	malip'ut
few, little	dyutay
small	gamay
shallow	manabaw
heavy	mabug'at
crooked	tiku'
rough	masapnut
slow	mahinay
short	manubu'
tight	pikit, hu'ut
dirty	mahigku'
empty	wala'y unud
fragile	matapuk
cheap	barato
strong	mabaskug
fresh	lab'as, presko
quiet	malinung
happy	malipayun
weak, soft	maluya, mahinay
rotten	lub'uk
noisy	masabad
sad, lonely	mamingaw, masubu'
For People:	
good	ma'ayu
tall	mata'as
stout	matambuk
kind	mabu'ut
pretty, handsome	matahum, gwapo/a
patient	pasensyoso/a
diligent	mapisan
friendly	ma'abi'abihun
humble	mapa'inubusun
rich	maggaran, mangaranun
strong	makusug
quiet	mahipus
bright, smart	ma'alam
proud, egotistical	tikalun

bad	mala'in
short	manubu'
thin, lean	maniwang
cruel	mapintas
ugly	malaw'ay
short-tempered	alabutun
lazy	matamad
naughty	sutil
proud	bugalun
poor	pobre, imul
weak	maluya
talkative	palahambal
ignorant	ignorante
crazy	bu'ang
liar	butigun
drunk	hubug

PHONOLOGY MATERIALS

A Brief Description of Hiligaynon Sounds

The following sounds are present in Hiligaynon: *a*, *b*, *k*, *d*, *e*, *f*, *g*, *h*, *i*, *l*, *m*, *n*, *ng*, *o*, *p*, *r*, *s*, *t*, *u*, *w*, *y*, *'*. Most of the consonants carry similar phonetic value as in English. However the voiceless stops, *p* and *k* are not aspirated (there is an absence of a puff of air after the sound); *r* is flapped; and *t*, *d*, *n*, and *s* have a frontal dental quality. The symbol /*'*/ represents the glottal stop, and *ng* is the velar nasal sound as in English *sing*. *F* is included in the list, not because it is phonemic (a sound which makes a difference in meaning), but because some Hiligaynon speakers use the sound in their dialect. Normally *f* is replaced by a *p*.

Hiligaynon vowels are not to be equated with English vowels. Basically, Hiligaynon has only three vowels native to the language: *a*, *i*, and *u*. Two other vowels, the *e* and the *o*, have been adopted from Spanish and English. These borrowed vowel sounds are not phonemic, but occur as allophones (variant sounds of a phoneme) of *i* and *u*. *I* is like the vowel sound in 'see, three, or seat'. It varies in pronunciation between this sound and the vowel in 'met' or even the vowel in 'mate'. *A* is enunciated as in American English 'ah, father, and cot'. The *u* is like the sound in 'boot, food, or suit'. It varies in quality range from *oo* in 'boot', to the *ou* in 'bought'.

Stress is important in Hiligaynon in that it makes for a difference in meaning in some instances. Words containing more than one vowel comprise a two syllable word (or three syllables depending on the number of vowels). One syllable is pronounced louder than the other or others. This prominence is called stress. Example: *púnu'* means 'tree trunk, leader, etc.' while *punú'* means 'full to capacity'.

PHONOLOGY DRILL 1

/p/ vs. /b/

Initial		Medial		Final	
pala	bala	apu	abu	salup	salub
pasa	basa	supa'	suba'	supsup	subsub
pasi'	basi'	sipit	sibit	kupkup	kubkub
puti'	buti'	hapit		sakup	sakub
para	bara	hipi'	hibi'	taklap	taklub

Phrases

1. ang bara sang pari'
2. ang sibat sa sapa'
3. taklap sang bata'

Sentences

1. Ang bala nagsalup sa papa'.
2. Ang patu nagtindug sa batu.
3. Pila ka baso ang nabasag?

PHONOLOGY DRILL 1A

Words with initial /p/ sound

pa'a
pahu'
panyu'
pikit
pili'
pisos
pugad
pispis
para
peras

pa'it
pala
para
pila
pinya
pitu
pula
pinggan
putus
payung

pagka'un
palihug
panaptun
pasensya
panugyan
panyapun
Pilipinas
pangita'
pamahaw
pa'uli'

paka'isa
pahuway
pamangkut
panilag
patatas
panyaga
pani'udtu
pangayu'
palayas
padala

PHONOLOGY DRILL 2

/t/ vs. /d/

Initial		Medial		Final	
takup	dakup	utuk	*uduk	abut	*abud
*taku	daku'	putuk	*puduk	sukut	sukud

---

*nonsense word

talu	dalu	pitik	*pidik	sarut	salud
*tali'	dali'	latik	idik	kitkit	kidkid
talum	dalum	patik	ladik	kutkut	kudkud
tulug	dulug	hutik	*hudik	sutsut	sudsud
tabug	dapug			*patpat	padpad

Phrases

1. Tanum sa dalum...
2. Takup sang tarug...
3. Dali' nga tahi'...

Sentences

1. Dulug sa bata kag magtulug.
2. Tanum kamu bulak sa dalum sang balkun.
3. Pahuway tapus kudkud sang lubi.

PHONOLOGY DRILL 2A

Words with initial /t/ sound

ta'as
tabaku'
tabang
taga
talung
Tatay
ti'il
tinlu'
tubi'
tugnaw
tumpuk
tyenda
tamad
tagu'
tam'is
tahi'
tan'aw
tawag
tilaw
tiya
tubu'
tubu
tunga'
tyempo
tindug
tambuk
tanum
tanan
tatlu
tawu
tinapay
tiyan
tiyu
tu'ig
tungud
tuytuy
tag'iya
tandug
tagpila
tasa
tagbalay
tyanggi
tinedor
tinguha'
tudlu'
tulug
tuyu
tuyu'

PHONOLOGY DRILL 3

/k/ vs. /g/

Initial		Medial		Final	
kamut	gamut	saku	sagu	bulak	bulag
kuha'	guba'	sakit	dagit	lupuk	lupug
kahuy	*gahuy	takun	tugun	haluk	halug
kapuy	*gapuy	bakul	bagul	habuk	habug
kahun	batung	suka'	suga'	hampak	hambug

Phrases

1. Gamut sang kahuy...
2. Guba' nga kahun...
3. Gapus nga kamut...

Sentences

1. Makuha' kami kahuy para gatung.
2. Masaku' ang pagbutang sang sagu.
3. Ipahabug ang guba' nga kahun.

PHONOLOGY DRILL 3A

Review Exercise for /k/

baga	'live coal'	baka	'cow'
tuga	'gown, create'	tuka'	'turn'
baga'	'lung'	baka'	'bow-legged'
galing	'grind'	kaling	'plow handle'
duga'	'juice'	duka'	'nod from drowsiness'
bugal	'pride'	bukal	'bubble, boil'
dugu'	'blood'	duku'	'stoop, bow'

Listen to the teacher and repeat the correct answer orally:

1. Indi' aku makaplantsa kay.	dyutay ang baga dyutay ang baka
2. Tawag anay sang doktor.	Ang ulu sang bata' nagadugu'. Ang ulu sang bata' nagaduku'.
3. Wala' aku naluyad sa iya.	Tama' ang iya bugal. Tama' ang iya bukal.
4. Kanamit sang pinya, nu?	Hu'u, kay kaduga'. Hu'u, kay kaduka'.

PHONOLOGY DRILL 4

The Glottal Stop

bata	'nightgown'	bata'	'child'
wala	'left'	wala'	'none, nothing'
baga	'ember'	baga'	'lung'

pila	'how much'	pila'	'spit'
lagu	'earthworm'	lagu'	'soiled clothes
tubu	'tube, pipe'	tubu'	'grow'
lutu	'mourn'	lutu'	'cook'
lisu	'seed'	lisu'	'turn'

Phrases

1. pila ka batu
2. wala' sang sala'
3. nagtubu' ang tubu

Sentences

1. Pila ka batu nga bata may ara' ang bata'?
2. Naglutu' sila sang babuy sa baga.
3. Cinlisu' sang bata' ang lisu sa sulud sang lata.

PHONOLOGY DRILL 5

Test for Glottal Stop Recognition

Write a check mark if you hear a glottal stop and a cross if you don't:

1. Nagbayu sya.	She pounded rice.
Nagbayu' sya.	She wore a dress.
2. Kalayu' sa dapug.	Far from the stove.
Kalayu sa dapug.	Fire in the stove.
3. Ang hilu'.	The poison.
Ang hilu.	The thread.
4. Nagalutu and babayi.	The woman is mourning.
Nagalutu' ang babayi.	The woman is cooking.
5. Kadamu' sang lagu.	There are many earthworms.
Kadamu' sang lagu'.	There are many soiled clothes.

PHONOLOGY DRILL 6

Test for Glottal Stop Recognition

Write an a if the first word is the correct word to complete the sentence or a b if the second word provides the correct answer:

1. (Nagbasa, nagbasa') ang bata' sa libreriya.
2. Na'inum sang bata' ang (hilu, hilu').
3. (Ginsala', ginsala) ku ang tubig.
4. Kuha'a ang (lagu, lagu') kag labhi.
5. (Bata', bata) si Maria.
6. Si Juan ang (nagbatu', nagbatu) sang balay.
7. Masakit ang (wala, wala') nga kamut sang babayi.
8. Ka'init sang (baga', baga) sa dapug.
9. Mabakal aku sang isa ka (batu, batu') nga lapis.
10. Mabakal sya sang (bata, bata') sa Ala Moana.

PHONOLOGY DRILL 7

The /ng/

Initial

1. Ngipon
2. Nga
3. Ngislo
4. Ngi-si
5. Ngut-ngut
6. Nga-a

1. Ang ngipun ni Maria maputi.
2. Ang ngipun ni Maria nagangut-ngut.
3. Nagngisi si Maria.
4. Ang ngipun ga'angut sa ngislu'.
5. Ngipun nga gabuk.
6. Nga'a nagasakit ang ngipun mu?

Medial

1. langaw
2. bangkay
3. langka
4. langsa
5. sungka
6. dungka

1. Naglupad ang langaw.
2. Ginlubung ang bangkay.
3. Kalangsa sang isda.
4. Kanamit sang langka.
5. Mahampang aku sang sungka.
6. Madungka ang bapor.

Final

1. nawung
2. ma'ayung
3. payung
4. pakang
5. tisping
6. kanding

1. Katahum sang iya nawung.
2. Ma'ayung gab'i, Juan!
3. Nagbakal si Maria sang payung.

4. Ginpakang ni Maria ang iya bayu'.
5. Natisping ang iya ngipun.
6. Ginpakang ni Maria ang iya bayu'.

PHONOLOGY DRILL 8

Change of Accents

labá	'to launder'	lába'	'length'
punú'	'full'	púnu'	'tree trunk'
bulág	'blind'	búlag	'separate, divorce'
pilák	'throw'	pílak	'money'
Hapún	'Japanese'	hápun	'afternoon, alight'
kitá	'us, we'	kíta'	'see, meet'
utúd	'cut, break'	útud	'sibling'
sulúd	'enter, inside'	súlud	'fine comb'

Sentences

1. Naglabá ang babayi sang iya bayu'.
   Kalába' sang bayu' sang babayi.
2. Kadaku' sang púnu'.
   Kapunú' sang kahun.
3. Nagbúlag ang mag'asawa.
   Nabulág sya tungud sang aksidente.
4. Ang útud nya lalaki.
   Na'utúd ang sanga sang kahuy.

WRITTEN EXERCISE 1

Write two dialogues of four to six lines using simple greeting situations.

WRITTEN EXERCISE 2

Write two dialogues of six to eight lines using greetings and introductions.

WRITTEN EXERCISE 3

Rearrange the words to make grammatically acceptable sentences. Use numbers to indicate your choice in the blanks provided.

3 1 2 ________ aga man ma'ayung
1 2 3

1. ________ sang anu man wala'
1 2 3 4

2. ________ David si magulang ang
1 2 3 4

3. ________ sang prinsipal eskwelahan sin'u
1 2 3 4
ang
5

4. ________ man si aku Marta Amerikana aku
1 2 3 4 5 6

5. ________ Ramon, Carmela sanday kag Manuel
1 2 3 4
sila
5

6. ________ bala si Carmelo ikaw indi'
1 2 3 4 5

7. ________ y na kwarenta alas seys singko
1 2 3 4 5 6

8. ________ dose minus para syete alas
1 2 3 4 5

9. ________ sya sang Abril 22, 1943 natawu
1 2 3 4

10. ________ natawu si san'u Manolito
1 2 3 4

WRITTEN EXERCISE 4

Write something about yourself, your age, your nationality, educational background, and job experiences.

WRITTEN EXERCISE 5

Provide correct markers and particles in the following slots:

1. _______prinsipal______Mr. Kawamoto.
2. _______Miss Gulick_____'host teacher'.
3. _______Romeo, ______Simon, _______ _______Ted nagkadtu
   ______Waikiki______nag'agi nga semana.
4. _______Arizona_____Miss Brown.
5. _______una na subung.
6. _____ ______tres _______med'a masakay kami_____awtu.
7. Natawu_____Marta_______Enero 5, 1945.
8. Natawu_____Angela______Boston, Massachusetts.
9. ______libro atu_____lamesa.
10. Ginka'un_______bata'_______saging.
11. Nagaka'un_______bata'_______saging.
12. Mabakal si Jose_______bag'ung sapatus.
13. Ginabakal______Jose_______bag'ung sapatus.
14. Gusto sya magkadtu_______syudad________mamakal___ _
    manga bayu'.
15. Ina' nga libro nakun______dal'un ku_____buluthu'an.

WRITTEN EXERCISE 6

Draw a comic strip similar to those you find in your daily newspaper. Fill in what the people say in Hiligaynon with appropriate dialogue.

WRITTEN EXERCISE 7

Write a narrative dialogue of from 15 to 20 lines, basing it on some village scene of your choice. Draw a picture that gives clues for the dialogue and depicts roughly the scene.

WRITTEN EXERCISE 8

Make short dialogues for the following situations:

(a) ordering a simple meal
(b) negotiating a car ride at a just price
(c) describe your job to a barrio old man
(d) give a description of the geography of the U. S. to a child.

WRITTEN EXERCISE 9

Pick out the word inside the parenthesis which cannot be used with the rest of the sentence to construct a grammatically acceptable utterance:

1. (ini, sini ari) ang bata' nga nagdala sang sulat.
2. Nakakita' ka (sinang, inang, arang) kahuy nga wala' sing bunga?
3. Ambut kun di'in (ini, sini, ari) nga dala pakadtu sa banwa?
4. (Sin', ina' ara') ang ginabaligya' nga balay.
5. Sin'u ang (ara', ina' sina') sa balay?
6. (Atu, didtu, sadtu) ang baryo San Luis.
7. Di'in (sini, ari, ini) ang kwaderno ni Noel?
8. Nga'a nagadala ikaw sang manga siya (atu, sadtu, didtu)?
9. Ginkuha'an nila (sining, ining, aring) kwarto sang manga sya.
10. Matan'aw kami sang sini (ini, sini, diri) sa banwa.

WRITTEN EXERCISE 10

1. Describe your family in detail, your father and mother, your brothers and sisters.

2. Describe your home town.

3. If you were asked about the United States and the American people, what would you say?

WRITTEN EXERCISE 11

Use any of the following connectors to integrate the sentences: nga, kag, agud, kundi', kun, bisan, samtang, kuntani', ugaling, gani', kay:

1. Indi' aku makakanta karun, Masakit ang akun tutunlan.
2. Nagalanguy si Rosita sa suba'. Si Carmen nagalanguy man didtu. Indi' sila makahibalo maglanguy.
3. Wala' aku kakita sa imu. Kilala ku ikaw sa tingug.
4. Kahibalu ka magkanta? Kantaha gani' ini. Mamati' aku sa imu.
5. Tun'i ma'ayu ang Binisaya'. Makahambal ka sang Binisaya' pag'a ut mu sa Pilipinas.
6. Manglaba kuntani' aku karun. Nagsakit ang akun butkun. Bwas nalang. Siguru ma'ayu na ini bwas.
7. Indi' katingalahan nga nagda'ug si Nixon sa eleksyon. Madamu' ang nagbulig sa iya. Gusto na manga tawu sang bag'ung administrasyon.
8. Nadumduman naman nya ang handumana ni Clarita, ang babayi nga iya tani' napangasawas. Indi' sya pareho sang relihiyun kay Clarita.
9. Indi' lamang ma'abiabihun si Cecil. May ikasarang man nga gina'angkun sa pagkakadlaw.
10. Si GNG. Blanco indi' pagpamati'an sang iya bana. Ang pamuluyu' daw nabihag sang gobernador. Nagsugut sila nga kutkutan ang mina sang bulawan. Indi' lang sila ma'ubusan sing pagka'un.

READING EXERCISE 1

Ang Negros Occidental

Ang isla sang Negros ginatunga' sa duha ka probinsya, ang Negros Oriental kag ang Negros Occidental.

Ang Negros Occidental, amu ang probinsya sang manga Hiligaynon nga ma'abiabihun kag mabu'ut sang manga batasan. Ang manga soltera matahum nga nagayuhumyuhum maskin sa manga tawu nga indi' Hiligaynon.

Madamu' nga katubuhan kag kakahuyan didtu sa Negros Occidental. Ang manga tag'iya sa manga katubuhan kag almasin sang kalamay manga manggaranun gid. Maskin manggaranun sila, indi' sila bugalun.

Ang Bacolod ang kapital sang Negros Occidental kag ang Pulupandan, amu ang nagapanguna sa manga dungka'an sang manga bapor. Matahum kag binag'u ang syudad sang

Bacolod.

Isa ka ma'ayung byahe ang pagkadtu sa manga daku' nga asyenda kag katubuhan sa Negros Occidental.

Comprehension Questions:

1. Pila ka probinsya ang ara' sa isla sang Negros?
2. Anu ang kapital sang Negros Occidental?
3. Anu ang makita' sa Negros?
4. Anung klase ang manga tawu sa Negros?
5. Matahum ang Bacolod, indi' bala?
6. Nga'a madamu' nga manggaranun sa Negros?

READING EXERCISE 2

Ang Panay

Subung, may ara' nga apat ka probinsya sa isla sang Panay: Iloilo, Capiz, Antique kag Aklan.

Ang Iloilo, bantug sa pagpatubu' sang humay kag sa pagbuhat sang pinu nga panaptun nga gintawag nga 'husi'. Ang husi ginabuhat gikan sa manga lanut sang dahun sang pinya. Ang syudad sang Iloilo, isa sa manga da'an nga banwa sa Pilipinas. Ara' da' ang Fort San Pablo nga malapit sa baybay. Ara' da' man ang Villa Beach Resort nga ginapiknikan sang madamu' nga manga tawu. Ara' da' ang Unibersidad sang San Agustin nga ginadumala sang manga Agustinos nga manga pari'. Halin sa Iloilo, pakadtu sa Bacolod, makasakay sa 'ferry boat' kag naga'agi sa 'Roca Engkantada' nga amu ang manga magagmay nga manga isla. Makita' man ang dakung balay ni Visi-Presidente Fernando Lopez sa isla sang Guimaras.

Ang hambal sa Iloilo, ginatawag sang manga taga didtu nga Ilonggo. Nagapareho ini sa Hiligaynon.

Kun mahalin ang isa ka tawu sa Iloilo pakadtu sa Capiz, makasakay sya sa tren halin sa syudad sang Iloilo hasta sa syudad sang Roxas nga amu ang kapital sang Capiz. Ang probinsya sang Capiz, bantug sa kopras, abaka, baka kag isda'. Ang hambal sang manga tawu ginatawag nga Capiznon pero pareho lang ini sa Hiligaynon o sa Ilonggo. Dyutay lang ang diferensya.

Ang ikatatlu nga probinsya amu ang Antique nga di'in ginahimu ang asin halin sa ma'alat nga tubig sang dagat. Ang manga talamnan sang humay ang madamu' sa kabukiran sang Antique. Madamu' man nga punung sang isda' sa

Antique. Ang San Jose Buenvista ang kapital sang Antique. Ang hambal sa Antique amu ang Kinaray'a nga la'in sa Ilonggo.

Ang pinakabag'u nga probinsya sa isla sang Panay, amu ang Aklan. Ang kapital sang Aklan, Kalibo, ginabantug sa husi kag sa manga tsinelas nga abaka. Sarisari ang klase, kag kolor sang manga tsinelas nga abaka kag manga matahum gid ang manga borda sang husi nga nagahalin didtu. Ang husi ginabuhat nga manga barong. Ang hambal sang manga Aklanun la'in iya sa Hiligaynon. Ginatawag nila nga Aklanun.

Comprehension Questions:

1. Pila ka probinsya ang ara' sa isla sang Panay?
2. Anu ang manga probinsya?
3. Pila ka lengwahe ang ara' sa Negros kag sa Panay?
4. Anu ang manga matahum nga lugar sa Iloilo?
5. Di'in ginabuhat ang asin?
6. Anung manga probinsya ang nagabuhat sang husi?
7. Para sa anu ang husi?
8. Nga'a bantug ang Panay sa isda'?

READING EXERCISE 3

Si Dr. Jose Rizal

Si Dr. Jose Rizal natawu sang Hunyo 19, 1861. Ma'alam gid sya. Sang tatlu ka tu'ig pa lang ang iya edad. Kahibalu na sya sang alpabeto.

Nagtu'un sya sa manga bantug nga manga eskwelahan sa Europa kag natun'an nya ang manga la'inla'in nga lengwahe. Mapisan sya sa pagsulat sang manga binalaybay kag manga istorya tungud sa manga Katsila'. Amu ini ang kabangdanan sang iya paghalin sa Pilipinas kag pagbiya' sang iya manga ginahigugma didtu labi na si Leonor Rivera nga iyang nobya.

Duha ka bantug nga nobela, ang 'Noli Me Tangere' kag 'El Filibusterismo', ginsulat nya sa Espanyol.

Wala' magdugay, gindakup si Rizal sang manga Katsila' kag ginpriso. Ginsiling sang manga Espanyol nga si Rizal kunu ang nanguna sa manga manririmuk nga manga Filipino. Hasta sa prisohan, nagsulat si Rizal bahin sa pagpintas sang manga Katsila' sa manga Pilipino. Ang isa ka bantug nga sulat nya, amu ang 'Mi Ultimo Adios' nga ginsulat nya sa Espanyol sang gab'i bagu sya ginpatay. Ini nga balaybay, gintagu' ni Rizal sa idalum sang iyang kangki para indi' samarun sang manga Katsila'.

Ginluthang sya sa Bagumbayan (ang ginatawag nga Luneta subung) sang Disyembre 30, 1896.

Si Dr. Jose Rizal ang ginatahud sang manga Pilipino nga pinakama'ayu sa ilang manga banganihan.

Comprehension Questions:

1. Nga'a ginasiling nga ma'alam si Rizal?
2. Nga'a gindakup sya sang manga Katsila?
3. Anu ang duha ka libro nga iyang ginsulat tungud sa kapintasan sang Katsila' sa manga Pilipino?
4. Anu ang bantug nga balaybay nya nga ginsulat nya sa prisohan?
5. Di'in ginluthang si Rizal?
6. Pila ang edad ni Rizal sang pagkamatay nya?

READING EXERCISE 4

Si Juan Tamad Nagpangluyag

Sang makita' ni Juan Tamad ang matahun nga si Mariang Mapisan gintubu'an sya gilayun sang gugma. Adlawadlaw, nagakadtu si Juan sa balay ni Maria para lang magtuluk kay Maria kun naga'obra nga wala' sang untat

Napanilagan sang iluy ni Maria ini nga ginabuhat ni Juan. 'Amu gali' ina'', nagsiling sya kay Juan. 'Adlawadlaw nagakadtu ka diri sa amun kag ginatuluk mu pirme ang bata' ku. Nagka'un ka pa diri, gina' inum mu ang amun tuba'. Pero wala' ka gani' maskin naga'utud sang kahuy o nagakuha' sang tubig. Katamad sa imu! Indi' ku gusto nga magbalik ka pa diri. Halin di! Halin subung gusto kung indi' ka na magtapak sa amung duta!'

Naglakat si Juan sang mahipus.

Sunud nga adlaw, nagbalik sya nga may dala nga manga dahun sang saging. Amatamat ginbutang rya sa duta' ining manga dahun. Ginpasunud nya ini hasta sa atubangan sang balay nanday Maria. Kag nagtungtung sya sa katapusan nga dahun. Nakita' ini sang iluy ni Maria kag nagpamangkut sya, 'Anu ang ginabuhat mu diri? Indi' bala ginhambalan ku na ikaw nga indi' ku gusto nga maglapak ka sa amun duta'?'

Abaw!' siling ni Juan, 'wala' na aku nagatindug sa inyung duta'. Nakita' mu bala nga sa akun dahun sang

saging aku nagalapak?'

Comprehension Questions:

1. Nga'a naluyag si Juan Tamad kay Mariang Mapisan?
2. Nga'a gin'akigan si Juan Tamad sang iluy ni Maria?
3. Nga'a gusto ni Juan magkadtu sa balay nanday Maria adlawadlaw?
4. Anu ang ginbuhat ni Juan para makabalik sya sa ila nanday Maria?

READING EXERCISE 5

Ang Ma'alam nga Ba'u kag ang Tuntu nga Amu'

Isa ka adlaw ang amu' kag ang ba'u nakakita' sang punu' sang saging, nga nagalutawlutaw sa suba'. Nagkighambal ang duha nga tunga'un nila ang punu' sang saging. Ginpili' sang amu' ang tunga' nga may manga matahun nga dahun. Ang nabilin sa ba'u, amu ang tunga' nga may manga gamut. Gintanum nila ang ilang parti.

Nagligad ang pila ka bulan kag nagkita'ay liwat ang amu' kag ang ba'u. 'Ma'ayung aga,' siling sang ba'u. 'Kamusta ang saging nimu?'

'Sus,' sabat sang amu', 'madugay na nga napatay! Kag ang imu?'

'A, mayad, mayad gid. Nagbunga na gani'. Pero may problema aku,' siling sang ba'u.

'Anu ang problema mu?' pamangkut man sang amu'.

'Indi' aku makasaka' sa punu' sang saging kay kata'as gid!'

'Ah, mahapus ina'. Buligan ku ikaw. Makasaka' aku bisan anu kata'as.'

'O, sigi ma'ayu ina',' siling sang ba'u.

Ginsaka' sang amu; ang saging. Apang pag'abut nya sa ibabaw, ginka'un nya tanan ang manga bunga. Wala' nya hatagi bisan isa ang ba'u nga nagahulat sa idalum. Ka'akig lang sang ba'u! Gusto nya magbalus sa amu'. Ginhuna'huna' nya kun anu ang iya buhatun. A, siguru butangan nya sang manga tunuk ang punu' sang saging! Nagpangita' sya sang madamu' nga manga tunuk kag gintusluk nya ini sa punu' sang saging. Sang magpana'ug ang amu' napunu' ang iya lawas sang manga tunuk. Nasakitan sya. Na'akig na karun ang amu'. Kinahanglan magbalus sya sa ba'u. Ginpangita' nya ang ma'alam nga

ba'u kag kinuha' nya ini. 'Ihabuy ku ikaw sa kalayu!'

'Sigi,' siling sang ba'u. 'Mayag, mayad gid kay gusto ku ang kalayu.

'Ah, indi', indi' ku ikaw ihabuy sa kalayu. Ihabuy ku ikaw sa tubig',' singgit liwat sang amu'.

'Indi', indi' palihug. Indi' mu aku ihabuy sa tubi'. Nahadluk aku sang tubig. Basi' malumus aku,' ampu' sang ba'u.

'Amu gali' ina'?' kadlaw sang amu'. 'Ti', ma'ayu! Indi' mu gusto ang tubig, ha, ihabuy ku ikaw sa tubig!' kadlaw sang amu'. Kag ginhabuy nya ang ba'u sa suba'.

'Ha, ha, ha, ha!' kadlaw sang ba'u. 'Tutu ka gid, gali! Indi' mu bala nabal'an nga puluy'an nakun ang tubig? Ha, ha, ha!'

Nagpangalut nalang sang iyang ulu ang amu'.

Manga Pamangkut:

1. Anu ang nakita' sang amu' kag sang ba'u nga nagalutalutaw sa suba'?
2. Gin'anu nila ang punu' sang saging?
3. Kay sin'ung saging ang namatay? Ang nagtubu'?
4. Nga'a nabuhi' ang saging sang ba'u?
5. Nga'a nangakig ang ba'u sa amu'?
6. Anu ang ginbuhat sang ba'u sang wala' sya hatagi sang saging?
7. Anu ang pagbalus sang amu' sa ba'u?
8. Nga'a mas ma'alam ang ba'u kay sa sa amu'?

In a Barbershop

A: Makapagunting aku subung?	Can I get a haircut now?
B: Hu'u, lingkud lang da'.	Yes, just sit in that chair.
A: Gusto ku tani' dyutay lang ang guntingun mu. Mapalaba' aku sang buhuk ku.	I would like just a light trim. I am going to let my hair grow.
B: Nga'a gusto gid sang manga bata' ang malaba' nga buhuk?	Why do young folks like short hair?
A: Kay ina' ang muda subung, eh.	Because that is the fad now.

Bumming a Cigarette

A: Uy, Pari, may sigarilyo ka pa?	Hey, buddy, do you have any more cigarettes?
B: Ari, hu, isa nalang ang nabilin.	I have only one left.
A: Mahulam tani' aku sa imu, pero kun isa nalang, ti' indi' na.	I would have wanted to borrow one, but if you have only one, then forget it.
B: Sigi kuha'a nalang ini kay mabakal man ya aku sang isa ka pakete.	Why don't you just take this one, anyhow, I will buy a new pack.
A: Baw salamit gid.	Oh, thank you very much.

Buying a Pack of Cigarettes

A: May sigarilyo kamung Chelsea?	Do you have Chelsea cigarettes?
B: Wala'.	No.
A: Anu ang may ara' kamu?	What do you have?
B: Chesterfield, Salem, kag True.	Chesterfield, Salem, and True.
A: Salem nalang. Tagpila ang duha ka bilug?	Give me Salem. How much for two?
B: Dyes sentabos.	Ten centavos.
A: Ari ang bayad.	Here's my money.
B: Sus, wala' siguru aku sang sinsilyo. Anay ka mapasinsilyo lang aku sa sunud nga tindahan.	I don't think I have any change. I'll just go over to the next store to look for change.
A: Sigi.	Okay.
B: Ari ang sinsilyo mu.	Here's your change.
A: Salamat.	Thank you.
B: Salamat man sa imu.	Thank you also.

The Summer Months

A: Daw sa ma'ulan subung. Magal'um karun nga adlaw, a.	It looks as if it will rain. It's been cloudy the whole day.

B: Mabaskug man ang hangin. Daw sa may bagyu.	The wind is also strong. It feels as if there is a typhoon.
A: Di'in nagahalin ang hangin?	Where does the wind come from?
B: Halin sa sidlangan. Pero, magin'ut man gihapun, no?	It comes from the East. However, it is still warm, isn't it?
A: Tig'init na ahi subung.	Because it is already summer now.

An Invitation to go Campaigning

A: Uy, Simon, ginsilingan aku sang imu asawa nga diri ka nagatrabaho.	Your wife told me you are working here.
B: Ikaw, gali' Romeo. Nagapahuway pa aku subung.	I am resting now.
A: Maka'upud ka sa amun magkompanya bwas?	Can you come with us to campaign tomorrow?
B: Di'in nga baryo kamu makadtu?	Which barrio will you go to?
A: Sa Buswang. Madamu' pa didtu nga indi' magpati sa pagusar sang abunu.	To Buswang. There are so many people there who resist using fertilizers on their plants.
B: Ti, hu'u, eh. Anung oras kita mahalin?	Oh, yes. What time do we leave?
A: Sa alas nwebe sa aga.	Nine in the morning.

Visiting a Friend's House

A: Lingkud anay, kay timplahan ku ikaw sang kafe.	Please sit down while I make coffee for you.
B: Salamat gid.	Thank you very much.
A: Gusto mu sang kalamay kag gatas sa imu kafe?	Would you like cream and sugar in your coffee?
B: Indi' na, salamat. May	No, thank you. Hey, you

	'electric stove' na gali' kamu.	have an electric stove already.
A:	Hu'u, pero indi' gusto sang akun asawa. Mas gusto nya ang dapug kay madali' kunu maglutu'.	Yes, but my wife does not like it. She likes our old fire stove because she says she can cook faster there.
B:	Aku man. Kun sa akun, ang dapug ang pinakama'ayu nga lutu'an.	Same with me. I prefer our native stove over all else.
A:	Palihug, patukara ang radyo. Basi' may 'report' sang panahun subung.	Please turn the radio on. There might be a weather report now.
B:	Anay ka, anung oras nagasara ang manga tindahan? Kinahanglan aku magbakal sang 'hair spray' para sa akun asawa antes kami makadtu sa 'party' karun sa gab'i.	Wait a minute, what time do the stores close? I have to buy some hair spray for my wife before we leave for the party tonight.
A:	Siguru, abre sila hasta alas syete.	I think they're open until seven.

Ang Paghili'usa sang Familya--Oneness of the Family

A:	Huy, dali' kamu, ari na si Nanay. Uy! katahum sang manyika!	Hey! Hurry, Mother is here. Oh! the doll is so beautiful!
B:	Para kay sin'u ina'?	For whom is that?
C:	Para sa kinamanghuran.	For the youngest.
A:	Kay Nene' ina'?	Is that for Nene'?
C:	Hu'u, anak. Di'in ang imung utud nga si Boy?	Yes, child. Where is your brother Boy?
A:	Atu pa sa pihak.	He's still in the other house.
C:	Kag si Elong, di'in sya?	What about Elong, where is he?
B:	Atu sa kusina, nagaka'un.	He's in the kitchen, eating.

A: Aba, di'in si Manang Linda?	Where is (our older sister) Linda?
B: Naga'ilis pa sya.	She is still changing her clothes.
C: Nga'a, para di'in sya naga'ilis?	Why is she changing her clothes?
A: Para sa miting.	For a meeting.
C: A, hu'u gali', nu? O kay sin'u bala sya?	Oh, yes. Who is her homeroom teacher?
A: Kay Mrs. Gonzales. Pero aku kay Mrs. Villamor.	She is with Mrs. Gonzales, but I am with Mrs. Villamor.
C: Nga'a nag'iban pa? Anay ka, di'in si Tatay? Kag si Lola?	Why are you with different teachers? Wait a minute, where is your Father? And your Grandmother?
A: Si Tatay, atu sa kulungan sa manga manuk. Nagmama' si Lola sa iya kwarto.	Father is in the chicken coup. Grandmother is chewing tobacco in her room.
B: Nagbasa si Lolo, Inay.	Grandfather is reading, Mother.
C: Ang inyu tiyo?	What about your uncle?
B: Masakit ang iya tiyan.	He has a stomach ache.
C: A, gali'? Kalu'uy man.	Really! The poor guy!

Supplementary Dialogue on Culture

Pagkinuligan

Naga'istorya ang duha ka magupud sa opisina, si Arthur kag si David, isa ka Amerikano myentras naga'andar ang ila kotse pakadtu sa Baliwag.

Arthur: Matu'ud galing masadya ang anihan sang manga Pilipino, anu?

David: A, hu'u, labi na kun masanag ang bulan.

Arthur: Anu ang labut sang bulan sa anihan?

David: Mas madamu' ang tawu sa limbukan.

Arthur: Nagapabu kag nagalimbuk sila, indi' bala?

David: Hu'u, naga'adtu sila para magkasadya, kag magbulig.

Arthur: Ang bu'ut mu silingun, libre ang pagbulig nila?

David: Hu'u. Ina' ang isa sa amung ma'ayung ugali'--ang pagkinuligan.

Arthur: Iba bala ina' sa palusun?

David: Pareho ina'. Nagabulig ang tagsa-tagsa sa manga ulubrahun nga wala' bayad.

Arthur: Naga'ulupud sila nga magtrabaho? Ang manga magulang kag manga bata'?

David: Sa kusina ang manga magulang kag atu sa matu'ud nga trabaho ang manga soltero kag dalaga.

Arthur: Uy, romantiko pa.

David: Syempre! Sa manga okasyon nga subung sina' naga'umpisa ang manga matam'is nga paghigugma'ay.

Arthur: Pagkatapus...

David: Sunud ang pagkasal.

Arthur: Abaw! Ma'ayu...Anu ina? Nagalakat ang balay?

David: Nagahalin ang tag'iya sang balay sa iban nga lugar. Manga tawu ang nagadala sang balay.

Arthur: Pagkinuligan man ina'?

David: Hu'u, ina' ang pagbuhat namun sang manga buluhatun. O, ari na gali' kita sa balay sang akun Lola.

HILIGAYNON SONGS

Pispis Nga Bukaw

Daw pispis nga bukaw ang kahalimbawa'
Sa adlaw kag gab-i permi lang nagapaguwa'
Ang pispis nga maya wala gid na'awa'
Sining akun dughan nga nagabalaku'un.

Daw pispis nga bukaw ang kahalimbawa'
Sining akun gugma nga tam'an ka pi'ut
Ang pispis nga maya wala gid na-awa
Sining akun gugma nagapuluriakut.

O dughan, antusa nga piling
Manga kalisdanan nga wala' sing sanglit
Mamatay gid ining ka'ilu
Kun indi' mu tamdun
Bulak nga magayud.

Ikaw ang nagsa'ad Inday, sadtu anay
Sang kita nga duha naghigugma'anay.
Antusa lang Inday sang wala'y pahuway
Ining dughan natun nga nagapilisngu'un.

Lumabaylabay Nga Daw Asu

Lumabaylabay nga daw asu
Asu pa lamang
Ang manga butang nga tanan sa kalibutan
Ang manga matamis ahay, nagapa'it man ahay
Kun sa gihapun ahay, umagi lamang.

San'u pa, san'u pa,
San'u pa nga adlaw?
Magbalik ang gugma sa akun gintigay
Ang manga matamis ahay
Nagapa'it man ahay
Kun sa gihapun ahay, umagi lamang.

HILIGAYNON POEM

Ang Manga Landung

Paibabaw, paidalum sa banwa sang manga landung
Ang kabata'an nga landung nagakadtu.
Sa tagsa ka dalan imu sila masugat'an
Nga nagadalagan diri kag didtu.
Sila nagalibut nga wala sing gahud,
Sila nagahampang pitu'pitu,
Apang wala pa sing may nakasugid
Nga nakahambal sila bisan kay sin'u.
Sa likud sang kahuy makita mu
Nga nagasayaw paguwa, pasulud.
Kag sa adlaw may yara gid nga isa
Nga sa imu nagasunudsunud.

(Approximate Translation)

The Shadows

Going up or going down the world of shadows,
The children of shadows go.
In every path you meet them
Running here and there.
They go around without making any noise
They play 'seven-seven'.
But none has yet ever told
That they can speak to anyone.
Behind the tree you can see
That they dance in and out
And during the daytime there is always one
That follows you throughout.

HILIGAYNON ANECDOTE

Ang Ba'u kag Ang Duha ka Alimangu

Ang ba'u kag ang duha ka alimangu nagalakat sa balas sang isa ka adlaw. Ang isa ka alimangu nagsiling, 'Dali, mahimu kita sang balay nga balas.'

Nagsabat ang isa pa ka alimangu, 'Sige mahimu kita sing daku' nga balay sa balas.'

Ang ba'u nagpadayun sang iya paglakat kag nagsiling, 'Bu'ang, bu'ang nga manga alimangu. Kuntani, dalhun nalang nila ang ila balay sa ila nga likud katulad sa akun.'

(Approximate Translation)

A turtle and two crabs were walking along the beach one day. One crab said, 'Come on, let's make a house in the sand.'

The other crab answered, 'Yes, let's make a big house in the sand.'

The turtle went on with his walk saying, 'Crazy, crazy crabs. Why don't they carry their houses on their backs like I do.'

HILIGAYNON RIDDLES

Manga Pamakton (Riddles)

Kaki aku sa sulud kag sa guwa.
Matam'is aku, pareho sang kalamay.
Nagatubu aku sa kahuy.
Anu aku? (Chiko)

Kun kis'a dalag aku.
Kun kis'a pula.
Nagatubu aku sa kahuy.
Nagahalin aku sa malamig nga lugar.
Wala aku nagatubu sa Pilipinas.
Anu aku? (mansanas)

Sa guwa amarilyo'
Sa sulud madamu sing lisu,
Ang dahun daw abaniko.
Anu aku? (kapayas)

Hitsura ku daw sa tubu.
Kadamu ang akun kandadu.
Diri kag didtu. bo)

Indi' aku pispis pero makalupad.
Indi' aku sapat pero daw sa langgam. (kabug)

Kaptan mu sa tu'u wala',
Kaptan mu sa wala', wala',
Pero ara aku nagasunud sa imu.
(anino, landung)

HILIGAYNON POEM

Ulan, Ulan

Ulan, ulan palayu
Kay karun nga adlaw hampang ang akun tuyu.

(Approximate Translation)

Rain, Rain

Rain, rain go away
Today I want to play.

Ulan ulan pakari,
Kinahanglan ka sang manga lisu ku diri.

Rain rain come
My seeds need you here.

HILIGAYNON POEM

Anu Ang Mahimu Ku?

Bisan dyutay lang aku,
Makatanum man angay sa imu.
Sa iban nga adlaw nga sya magta'as
Nga malambut sa langit ang kata'as.
Kag niyan ang iya sanga nga madamu sing dahun,
Mahatag sa tagsa ka pihak sing landung.
Kag sa adlaw nga tag'ilinit,
Ang manga tawu sa landung makapalapit,
Makasiling, 'Ka'ayu, ka'alam, ang nakadumdum
magtanum sining kahuy nga ma'abyanun.'

(Approximate Translation)

What Can I Do?

Even if I am small
I can also plant a tree like you.
So that in the days when it is tall,
Tall enough to reach the sky
And when her branches are full of leaves
It can give shade on both sides.
So that on hot summer days,
People can rest under its shade and say,
'How good and smart was the person who
remembered to plant this nice tree.'

The PALI Language Texts

From the Pacific and Asian Linguistics Institute of the University of Hawaii

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